

CHAPTER I

INTRODUCTION

A. Background of the Study

English is genially one of the dialects on planet that is utilized by abounding individuals in different pieces of the country. Authority of English is extremely vital, considering the present worldwide language is, as a matter of fact, English. Ngatu and Basikin(2019) state that, by the end of twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used for communication between people who do not share the same first or even second language widely. English become a Global Language not only because English is the language used in international business, the language also used by almost everyone in the world to communicate each other. There are more than 300 million people who use English as their mother tongue, and over 400 million use English as a second language. English will be very difficult to ignore its status as an international language because English speakers can be found in every corner of the world.

Gaining knowledge of English could be very critical as students, due to the fact by mastering English, it implies that students can utilize English in written form and orally. To grasp there are four English skills that need to be obtained through the students. they are listening, speaking, reading, and writing. And on this globalization generation wherein communication performs crucial role, speaking as one of the significant English abilities is taken into consideration crucial to be mastered.

Speaking is one essential skill in dominating unknown languages other than writing, reading and listening. According to Dionar and Adnan (2018), speaking is the activity of delivering speech. Speaking is an essential device for communicating. It means that because the fundamental expertise, it requires a ton of activity to make a very good conversation among the speaker and the listener. Considering the fact that it is an important part of daily interaction, it regularly becomes the first impact of someone on their potential to talk in-depth and fluently. By doing speaking activity, someone is able to understand what sort of circumstance occurs surrounding. It implies that without a practice of speaking, the speaker and heeder can't make a decent correspondence.

Speaking is certainly not a simple expertise to be dominated without a doubt. Indeed, even the majority of the undergrads are not able to speak English fluently despite the fact that they have discovered the language for at least four years in the university. Hosni (2014:26) states that there are some essential factors that contribute to the existence of these difficulties, and they, as revealed by the class observation and interviews, are teachers' perceptions and tacit beliefs about teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment rules. The teacher has to conscious that not every student can communicate in English easily, because every student has special abilities. The teacher needs to discover the pleasant strategy to cause the students can learn speaking English easily. The usage of different and various strategies is the answer in teaching speaking.

One alternative to help teachers in creating a chance for students to rehearse English within specific circumstances through genuine communication

exercises is teaching speaking utilizing the debate techniques. This is a teaching method that can boost both verbal correspondence and critical thinking abilities. Zare & Othman (2013) argue that classroom debate is an effective learning strategy because it promotes students interaction, classroom debate also helps develop students' critical thinking skills. They state that students will learn to think quickly and critically through class debates. Students learn to look for evidence and proof to support their arguments, look for reasons, and look at problems from multiple angles and consider multiple perspectives. To summarize, debate encourages the students to learn the speaking material better, because they are required to be active. It also trains them to analyze and summarize the data they get on a daily basis. In addition, debate provides a significant opportunity to develop learners' speaking ability.

Learning speaking through debate is a very appropriate technique because in a debate learning situation, the students are challenged to have a lot of vocabularies and the ability to form long sentences. In addition, these students are also required to have the ability to express their ideas and points of view clearly and speak fluently. Krieger (2005) also states that, many students had clear progress in their ability to express and defend their ideas through practice in debate. In this case, students can definitely recognize the shortcomings in each other's arguments, and this ability is known as a component of critical thinking skills where students are expected to evaluate and analyze the information they get critically. Darby (2007) also believes that Debating is an effective pedagogical strategy because the level of responsibility for learning and active involvement is required by all debating students. Provide an experience for students in which they

can develop competence in researching current problems, preparing logical arguments, actively listening to multiple perspectives, distinguishing between subjective and evidence-based information, asking convincing questions, integrating relevant information, and formulating their own opinions. based on evidence that is relevant to the topic in question..

The purpose of debate, as Ericson et, al (2003:17) state, is to provide an opportunity for a rational consideration of alternatives. Therefore it is essential that the debaters understand what they are trying to do. Debates may provide chances for students to occupy the use extended slice of language for a reason, it is to shield one side of the problem convincingly. In debating, each side should try to present a more convincing point of view on the other side, by presenting a "context" that is acceptable to society, and / or a problem framework that is much more refined and strategic based on the motion or issue presented in the debate. As such, it tends to be deciphered that debate is an incredible strategy for language learning since it includes students in different mental and phonetic ways.

According to the views presented above, there are various issues that both teachers and students face during the teaching and learning process. Problems can also be recognized through some preliminary research. In light of preliminary research led at SMA N 1 Sumbul in February 2021, researchers observed that debate techniques have been adapted at the school, because one of the English instructors at the school was a great debate coach. He successfully brings SMAN Sumbul to become the champion of English debate many times. Even, he managed to bring SMAN Sumbul to the quarter final of competition for the Regional National School Debating Championship (NSDC) as a representative

from the Dairi regency, which was held at SMA Del. From the interview, the teacher clarified that this procedure is really great for students. In addition, the related and same material to the debate teaching technique is about expressing agreement and disagreement. By this, researchers will do an observation about the process of the studying speaking with the help of debate techniques, as well as problems confronted by teachers and students during learning to speak with the help of debate techniques. But the fact shows that not all the students get good score in speaking skill. It is reflected by their speaking average showed beneath:

Table 1 : *Student's Speaking Score at the Second Grade Students of SMAN 1 Sumbul T.A 2020/2021*

No	Average Score	Class		Number of Student
		MIA	PIS	
1	0-50	19	28	58
2	50-75	92	69	156
3	75-100	61	59	116
Total		174	156	330

When researcher studied at SMA N 1 Sumbul, Dairi Regency, North Sumatra, researcher participated in an English debate competition, and got additional speaking classes as an exercise. The researcher discovered that this strategy is a good alternative for improving students' speaking qualities while also keeping students' attention and interest in the subject or issue being discussed. This strategy likewise assists students by adding to assist them with talking correctly on certain topics given to them by the teacher. As experienced by

researcher, this technique additionally assists understudies with building decisive reasoning about the opinions in their heads. This method will be very useful for teachers and students in learning speaking skills. According to the researcher, students need a more open conversation in the talking class to keep understudies' consideration during the learning system. Therefore, the debate technique can be applied to the speaking class and is expected to be a good way to improve students' speaking skills in mastering English. However, there is still not enough evidence about the effectiveness of using this debating technique. So because of this, the researcher is keen on inspecting the utilization of debate strategies as in study of speaking ability and giving observational proof with regards to the viability of utilizing this strategy by directing a study entitled "The Implementation of debate technique in teaching speaking at the second grade student of SMA N 1 Sumbul".

B. Problems of the Study

The issues of this research are formed into the accompanying inquiry:

1. How is the process of teaching and learning speaking by using Debate Technique at the second grade student of SMA N 1 Sumbul?
2. What are the teacher's problems in the process of teaching speaking through Debate Technique at the second grade student of SMA N 1 Sumbul?
3. What are the student's problems in the process of teaching speaking through Debate Technique at the second grade student of SMA N 1 Sumbul?

C. Objectives of the Study

Alluding the detailing of the problems above, the goal of the research is follow:

1. To identify and describe the process of teaching and learning speaking through Debate Technique at second grade students in SMAN 1 Sumbul.
2. To investigate the teacher's problems in the process of teaching speaking through Debate Technique at the second grade student of SMA N 1 Sumbul.
3. To investigate the student's problems in the process of teaching speaking through Debate Technique at the second grade student of SMA N 1 Sumbul.

D. Scope of the Study

In this research, the researcher will zero in on educating speaking with the help of Debate Technique associated with the material of agreement and disagreement at the first semester of the eleventh grade student of SMA N 1 Sumbul in the Academic Year of 2021/2022.

E. Significances of the Study

The researcher predicts that there are a few benefits of the research as follows:

1. For the Students

By applying the debate techniques, students are predicted to be more motivated and interested in learning speaking skill, in order their English speaking skills can be developed rapidly and have a good effect on their performance in English language atmosphere.

2. For the Teacher

By applying these debating techniques, teachers are expected to increase their creativity in the teaching process, as well as find the best solution by using different and varied techniques in teaching speaking, so that learning objectives can be accomplish impeccably properly.

3. For the School

It is conventional that this investigation can give a helpful contribution to the quality of learning in the school.

4. For the Reader

The expectation for the outcome of this research can be a quotation to do another compatible research on the utilization of debate techniques.

