I. INTRODUCTION

This chapter deals with background of the problem, identification of the problem, purpose of the research, uses of the research, scope of the research, and definition of the terms.

1.1 Background of the problem

English is an international language and in Indonesia it is the first foreign language taught from low level like kindergarten to high level like university. In this case, after learning English the students are expected to be able to use the language for communication both in spoken and written forms. So, language skill such as reading, speaking, listening, and writing as well as language element such as vocabulary and structure must be taught to students in order to fulfill the expectation.

The students learn to communicate in target language by practicing each other by using the language they learn. Based on the strategy of curriculum of SMU, learning English is learning to communicate through the target language. In order to communicate in English, student must be able to speak. Speaking is one of the language skill that should be taught in the class. The objectives of teaching speaking as stated in the SMU Curriculum (curriculum 1994) are to enable the student to ask
and to answer about something, to do short conversation smoothly, and to express
the description of the person, or thing, or place, and to express the idea or feeling.

The goal of teaching speaking skills is reached when students are able to perform
effective communication. Effective communication is the ability to use the language
correctly and appropriately to accomplish communication goals. Student should be
able to make themselves understood by using their current proficiency to get the
fullest understanding. They should also observe the social and cultural rules applied
in each communication situation.

Based on the experience of the researcher during field practice program in the same
level at SMA level, it was found out that there were several problem faced by the
students. First, most students were unenthusiastic to express their feeling, opinion,
and idea by producing their own language. Second, it was showed that most of the
students were passive in their speaking. Third, some students were afraid of
expressing their idea because their friend would laugh and they also think that the
teacher would blame them if they make some mistakes.

In order to solve the problem above, the researcher proposed debate for teaching
speaking through which they can share their opinion to convince people with their
argument. By using debate, students may enjoy speaking because they can express
their opinion and can improve their speaking ability Fatimah (2009). The second
factor was their ability to speak. Most of the students could not speak English well,
they had low ability to speak up and practice well in the target language. Their
pronunciation, fluency, and their comprehension were still low. So using debate can train them to cooperate well with friends. They will try to speak English and of course the students are more ready to present their argument. The last factor was the chances to speak. Sometimes the student did not have chances to speak English in the classroom. They only paid attention to the teacher in the class. They started to speak if the teacher gave question. Even though sometimes they felt shy to speak because they did not know what they have to talk about. By using debate they are given opportunities to speak, they can feel relax and happy, and they are challenged to accomplish and learn something through the language Kurniasari, (2000).

By joining debate activities, the students have many chances to practice several speaking skills, such as making short speeches, disagreeing, agreeing, arguing, giving opinion, informing, explaining, convincing the audience/ people, suggesting, asking for clarification, persuading, interrupting and even entertaining the audience and the jury by using humors and so on because debate provides a lot of activities that destroy their inferiority, so it can establish their motivation to speak. It makes them relaxed and enjoyable to practice it. By using debate student get fun activities that can stimulate their mind to think spontaneously and talk as much as they want. In other word by practicing debate, student can do anything by developing their mind to think spontaneously and talk as far as they want.
Another reason for using debate is it trains students brain to defend their argument by giving the evidence or logical reason Shurter (1908) wrote that Perhaps no study equals debate in the acquiring of the power of logical thinking combined with clear expression. Moreover it is also fun so that the student will find learning enjoyable. It is the necessary part to build up their motivation because the way to motivate the student to communicate using their second or foreign language is by creating the enjoyable teaching technique that can stimulate their language acquisition device to unlock or to reduce the filter in using the language.

Based on the conditions stated above the research conduct the research by teaching speaking through debate technique at second grade of SMA UTAMA 2 Bandar Lampung. Debate is chosen as a technique to help the student to practice speaking and it would make language stay longer in the student’s mind.

Formulation of the Problem

Based on the background above, the problem are formulated as follow:

1. Is there significant increase of the students’ speaking ability after being taught through debate Technique.
2. How is the process of teaching speaking by using Debate?
1.2 The Objective of the Research

Base on the formulation above, the objective of the research is:

1. To see if there is a significant increase of the students’ speaking ability after being taught through debate Technique.
2. To investigate the process of teaching speaking by using Debate.

1.3 The uses of the Research

This research is useful both practically and theoretically,

1. Theoretically, as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the previous theories dealing with the theories in this research and also as a reverence for further research.
2. Practically, the result of this research can be used by English teachers as an information in order to select suitable technique or method in teaching speaking in Senior high School.

1.4 Scope of the Research

This research focus on increasing students’ speaking ability through debate technique. The writer would measure only the student’s achievement and analyze the process in learning speaking through Debate. There were five classes in second grade of SMA UTAMA 2 BANDAR LAMPUNG. The researcher chose one of the second grade of science class in 2011-2012 academic year.
1.5 Definition of Term

**Speaking**

Speaking is one way to communicating and it is a two-way process between speaker and listener in order to break the information gaps where it haven’t done well in speaking class.

**English speaking ability**

English speaking ability is an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

**Debate**

Debate is process of inquiry and advocacy, a way of arriving at a reasoned judgment. Debate permits undergraduates to develop such humanistic capabilities as research, analysis, critical evaluation of claims, and the construction and judgment of argument on important social issue (Quail Roost, p19).

**Technique**

Technique is something that actually take place in language teaching or learning in the classroom.