

I. INTRODUCTION

1.1. Background of Problem

English is an international language and in Indonesia it is the first foreign language taught from elementary level to university level. Language skills such as reading, speaking, listening, and writing as well as language elements such as vocabulary and structure must be taught to students. 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.

According to the Guidelines of Curriculum of SMU-1994 learning English is learning to communicate through English as a target language. To be able to communicate, students must be able to speak. Speaking is one of the language skills that should be taught in the class. The students learn to communicate with each other by using the language they learn. The objective of teaching speaking as stated in the SMU Curriculum (Curriculum 1994) is to enable the students to ask and to answer about anything, to do short conversation smoothly, to express the description of person or things and also place, and to express the idea or feeling.

The goal of teaching speaking skills is communicative efficiency. Communicative efficiency is the ability to use the language correctly and appropriately to accomplish communication goals. Students should be able to make themselves

understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules applied in each communication situation.

When she conducted PPL at SMA PERASADA, the researcher found some problems in students' English proficiency, especially in speaking ability. The students of SMA PERSADA had difficulties in expressing their ideas in English. They felt so hard to communicate to others in English. Based on her observation and interview, there were three factors that cause students' reluctant to express or communicate in English. First, Psychological factor was one of the weaknesses of students in communication. For example, the students were afraid of expressing their ideas because if their utterances were wrong, their friends would laugh and also they thought that the teacher would blame them. By using debate, students may enjoy speaking, because they can express their opinion, and it can improve their speaking ability (*Fatimah, 2009*).

The writer believes that Debate Technique can make the students active in speaking ability, because they share their opinion to convince people about their arguments. The second factor was their ability to speak. Most students could not speak English well, they had low ability to speak especially in English. Their pronunciation, fluency, and their comprehensibility were still low. So, by using debate it can train them to cooperate well with friends, they will try to speak in English to their friends and of course the students are more ready to present their argument. The last factor was the chances to speak. Sometimes the students did

not have chances to speak English in the classroom. They only paid attention to the teacher who teaches in the class. They started to speak if the teacher gave question. But, sometimes they felt shy to speak because they did not know what they should talk about. By using debate they are given opportunities to speak, they can feel relax and enjoyable, and they are challenge to accomplish and learn something through the language (*Kurniasari, 2000*).

By joining debate activities, learners have many chances to practice several speaking skills, such as making short speeches, disagreeing, agreeing, arguing, giving opinions, informing, explaining, convincing 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 train their minds to crate some skills in speaking. It make them relax and enjoyable to practice it. By using debate students get fun activities that can stimulates their minds to think spontaneously and talk as they want. So, by practicing debate students can do anything by developing their minds.

Based on the background above the researcher considers that to stimulate the students of SMA PERSADA to speak or to express their ideas and opinions in English needs a technique. Debate is chosen as a technique that will help the student to practice speaking as it will make the material stay longer in the students' mind. Debate can make students collect and organize their ideas by developing their mind, give many opportunities to speak in their learning, creates a good relationship between the student and the partner because they have to work together to unite the ideas.

Based on the background the writer would like to conduct the research by implementing debate in order to increase the students' speaking ability. Another reason why the writer tends to use debate is that it trains the students in expressing their idea or opinions about something. It can also train their brain to defend their arguments. It is also fun so that the students will find that learning language is enjoyable. In teaching speaking, the teacher should motivate the students to use English for a variety of communicative purposes, which means that people communicate with others for asking questions, sharing ideas or even giving suggestions when they are needed. Therefore, the teacher should be able to create certain situation and condition, as well as choose the technique that can motivate the students to speak.

1.2. Formulation of problems

Based on the background above, the writer formulates the problems as follows:

1. Is there any difference of students' speaking ability after being taught through debate?
2. Is there any significant increase of students' speaking ability after being taught through debate?

1.3. Objectives

The objectives of this research are:

1. To find out whether there is a difference of students in speaking ability before and after being taught through debate.

2. To see if there is a significant increase of students' speaking ability after being taught through debate.

1.4. Uses

The uses of this research are:

1. Theoretically, the result of the research is expected to confirm the previous theories about debate. By using debate, students may enjoy speaking, because they can express their opinion, and it can improve their speaking ability (*Fatimah, 2009*). The students also have many chances to speak in front of many people, it can train their confidence to speak up in public speaking (*Kurniasari, 2000*).
2. Practically, as a contribution in solving the problem of teacher in increasing students' speaking ability.

1.5. Scope

This research was conducted at SMA PERSADA Bandar Lampung. The sample of this research was class twelve in first semester. The materials which were used in this research were taken from books for SMA class III on the curriculum of KTSP. In conducting this research, the writer applied debate technique by recording student's speaking and the materials were taken from the hand books for SMA class III and newspaper with the main topic "HEALTH". The students' record results were scored by 2 raters, the researcher herself and another teacher of English in order to have reliable test result.

1.6. Definition of Terms

1. Speaking is a two-way process between speaker and listener and involves productive and receptive skill or understanding.
2. 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.
3. Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition.
4. A technique is something that actually takes place in language teaching or learning in the classroom.

