

CHAPTER I

INTRODUCTION

This chapter encompasses some aspects namely background of study, problem identification, statement of problem, purpose of study, scope of study, and significance of study.

1.1 Background of Study

Among the four pivotal skills, speaking signifies part of the most essential skills because of its role as the basic function of language serving as a means in communicating. Speaking is also believed to have a central contribution in communication since it can express, state, and represent thoughts, ideas and feelings effectively (Syakur, 1987). Additionally, as affirmed by Brown (2015, p.267), speaking signifies a series of reciprocal activities in which meanings are constructed, and it encompasses the emergence of listeners, speakers, including the produced, received, and processed information. Besides, he mentioned that speaking is a crucial skill utilized for communicating with other through speech. It involves communicative performance, grammar, pronunciation, and vocabulary. Therefore, since speaking has a huge role in communication, speaking can help students establish and maintain a good relationship with their friends because they are social individuals who are supposed to interact with others.

Speaking belongs to skills used for daily communication, including in the classroom. As conveyed by Harmer (2007, p.123), there are three specific reasons on why students have to own encouragement to speak up in the classroom. First, speaking offers a chance for students to rehearse real-life speaking. Secondly, in speaking, students attempt to utilize the languages they recognize. Their teacher can view students' performance including the problems they encounter. Thirdly, when they possess a chance to stimulate the varied components of language in their minds, they will be capable of implementing those components effortlessly. For those reasons, teaching speaking is dissimilar to listening, reading, and writing. It necessitates a practice construction since speaking signifies a productive skill requiring practicing as often as possible (Zyoud, 2016).

Grounded on the observation carried out by the researcher at grade XI of SMA Saraswati Seririt, including interviewing the teacher, the conventional teaching technique such as drilling and repetition were used by the teacher for teaching speaking. The findings show that some students still faced some problems to communicate in English. Many students did not show their readiness in speaking English spontaneously. Besides that, the students seemed reluctant to speak because they were afraid of making grammatical mistakes.

Related to the problem, specifically, according to Wendi (2008,p.3) in Astiti (2012, p.2), there are several factors causing the students' incompetence in speaking English. Firstly, it is resulted from internal factors concerning the fact that the students lack self confidence and encouragement. Eventually they are not courageous to speak up. Gardner (2002) in Astiti (2012, p.2) conveys that internal factors possess a pivotal role in encouraging students to succeed in learning a

language. Secondly, it is triggered by external factors associated with teachers. Teachers should notice the students' problems and generate a favorable situation in the classroom increasing the students' desire to speak English.

There are several techniques of teaching speaking, one of which is debate. Brown (2015) mentioned that 15 out of 16 students gave their comments on utilizing in-class debates which can increase both collaborative learning or their critical thinking skills. Overall, 10 students conversed about the beneficial things they attain when utilizing collaborative learning. It can be assumed that utilizing debate technique is effective. Grounded on the elucidations above, this study is conducted to determine whether or not the debate technique is effective for SMA Saraswati Seririt.

1.2 Statement of Problem

The research problem of this research is formulated below:

“Is there any significant effect of debate technique on the speaking competency of the Eleventh grade students of SMA Saraswati Seririt?”

1.3 Purpose of the Study

This study is aimed at examining whether or not there is a significant effect of debate technique on the speaking competency of the eleventh grade students of SMA Saraswati Seririt.

1.4 Scope of Study

The researcher limited this study to how debate technique affects the

students' speaking competency in learning English. In testing speaking, there are merely five aspects investigated by the researcher. They are content, pronunciation, fluency, accuracy, and vocabulary. This research was carried out in SMA Saraswati Seririt.

1.5 Significance of the Study

This research is expectantly beneficial for the quality of English language teaching and learning. There are two significant contributions of this study, those are:

1.5.1 Theoretical Significance

The final results of this study hopefully could contribute for developing knowledge, particularly in investigating the effect of debate technique towards the students' English speaking competency.

1.5.2 Practical Significance

The results of this study are expectantly beneficial for other researchers, teachers and students.

1.5.2.1 For the Students

This study hopefully can provide a guidance for students, in utilizing debate as a technique of learning English speaking competency in particular.

1.5.2.2 For the Teacher

Through this study, hopefully the teachers could acquire knowledge concerning utilizing debate in teaching speaking competency.

1.5.2.3 For other Researchers

This study hopefully could inform other researchers concerning the effect of utilizing debate technique towards the eleventh grade students' speaking competency.

