

ARTIKEL

**A STUDY ON TEACHING SPEAKING BY USING DEBATE TO THE
ELEVENTH GRADE AT SMAN 1 PLOSOKLATEN IN ACADEMIC
YEAR 2016/2017**



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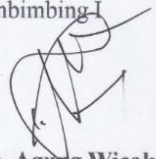
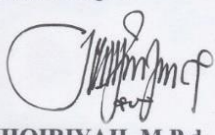
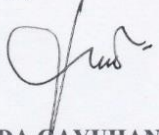
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A STUDY ON TEACHING SPEAKING BY USING DEBATE TO THE ELEVENTH GRADE AT SMAN 1 PLOSOKLATEN IN ACADEMIC YEAR 2016/2017

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ABSTRACT

FIRDA GAYUNING RIZKI, A Study on Teaching Speaking by Using Debate to the Eleventh Grade Students of SMAN 1 Plosoklaten in Academic Year 2016/2017, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, June, 2017

Key words: teaching, speaking skill, debate

Speaking is an act to express one's ideas, feeling, purpose, and thought orally. When the speakers communicate with someone, they communicate something - a message. That is why, teaching to speak up and being confidence in expressing idea is not easy. The teacher should make efforts to encourage the students to train their speaking ability much. The most general problem faced by students in learning speaking is self-confidence. But, this kind of problem can be overcome by the English teacher of SMAN 1 Plosoklaten by applying debate in teaching speaking. So, in this research, the writer needs to know on: 1) How to teach speaking by using debate to the 11th grade of SMAN 1 Plosoklaten? and 2) How does the teacher manage the class in debate process to the 11th grade of SMAN 1 Plosoklaten?

This research is conducted using qualitative research. So, the writer did not use any statistical formula. During the research, the writer observes the teaching learning speaking process. The writer was in the classroom in certain place. The observation is going to be held at May 2017 to June 2017. Besides, the writer also uses interview to add the information through questions and answers orally.

Based on the result of the research, the writer can draw the conclusion about the teaching procedures and class management. First finding is in teaching speaking using debate, the teacher used topics that were suitable with the students' passions. Based on class observation, the teacher applies three phases of teaching. They are pre, whilst and post teaching. In managing the class, the teacher using group work management.

In conclusion, the results of conducting research on teaching speaking using debate runs well in SMAN 1 Plosoklaten. The main point used by the teacher to encourage the students to speak is the topic. The topic should be suitable with the teenager age. The last, the suggestions are delivered to the English teacher and the students. The English teacher can apply debate in teaching speaking to increase the students' confidence to express their idea. The last suggestion is for the students. In speaking class, the students should use their time to train their speaking ability as much as possible.

I. BACKGROUND OF THE PROBLEM

Speaking is one of tool for communication. By speaking we can get and give the information and it happens in our daily life. Thornbury, (1995:1) says that speaking is so much a part of daily life that we take it for granted. Alderson and Bachman (2004: 4) also says that speaking forms a part of the shared social activity of talking. So, speaking is a part of daily life to share our social activities orally.

In speaking, we have to know what the function and the purpose of speaking are beside to communicate there are some purposes of speaking. Thornbury (1995: 2)says that there are two main purposes for speaking, speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that its primary purpose is to establish and maintain social relations. Then, Alderson and Bachman (2004: 2) says that speaking as interaction, and speaking as a social and situation-based activity. So, the function and the goal of speaking is to convey the information and facilitate people to interact in a social activity and also to sustain social relations.

In teaching speaking, the teachers should be able to encourage the students to speak up. The important thing in teaching speaking is how students can interact with other. Wallace, Stariha, and Walberg (2004:34) says that teachers enable learners to present ideas to individual peers, peer groups and entire classes of students. Thornbury(1995: 10) says that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Richards (2008: 4)says that in designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills. So, the teacher should be able to present learners' ideas in class, in order to enable learners to cooperate in the management of speaking turns especially in real time.

The most general problem faced by students in learning speaking is self confidence. Brown (1994) says that among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. Foreign

language learners can't speak the language or express themselves freely and fluently without some degree of it. So, the factor that influence in learning speaking that is come from ourselves, self confidence. Self confidence is a personal factor that must have for students to learn speaking, to measure of oral achievement it can be seen from high or low of self confidence of learners. In addition, Kline (1989: 1) recent studies show that speaking in front of a group is by far the greatest fear of most people. One study has shown that many beginners feel inhibited because they lack self confidence and do not dare to start talking (Gethin and Gunnemark, 1996: 137). Baker and Westrup says that the speaking problems for young learners are: too much materials, lack of confidence and interest in the topic (2003:14-16). So, besides of lack of confidence, there are some factors that affect students are not active in speaking class, they are fear and do not dare to talk because students are afraid to make mistakes, and they are not interested in the topics being discussed.

In SMAN 1 Plosoklaten, to increas the students speaking ability English divided into two subjects. There are English Subject and English Conversation. In English subject, there are about four languageskills that learned by the students, and in English Conversation the teacher

engage the studentsin real time for conversation by using certain technique to increase their speaking ability.In this case, the researcher focus on debate. Debate is a technique of teaching speaking that can engage student to be active speakers. Debate is taught at 11thgrade based on Kurikulum Tingkat Satuan Pendidikan (KTSP). Krieger (2005: 2) says that debate is an excellent activity for language learning because it engages student in a variety of cognitive and linguistic ways. So, debate is appropriate activity to engage the student in language learning especially in speaking skill, and it is one of important educational tools for student in thinking skill.

II. METHOD

In this study, researcher use descriptive qualitative which used to describe the phenomena of case based on the data that would be analyzed. Qualitative is researchers study things in their natural setting. Because this research is about a study on teaching speaking which focus on the process and natural setting, therefore this reseacrh called descriptive qualitative. The porpuse of descriptive qualitative is to make description of situation or certain procedures technique.

III. THE RESULT OF THE RESEARCH AND CONCLUSION

A. The Result of The Research

Teaching speaking by using debate, it will make students more active in speaking class, because they have to speak out and maintain their ideas. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Its support by the result of interview of the teacher, he said that by using debate students more active and confident in expressed their argument, even though his structure has not been entirely appropriate. It's also shows by the result of students' interview they said that with a class debate make them dare to appear in front of the class. The students also felt enjoy to speak their ideas. Like mentioned by O' Malley and Pierce, (1996: 87) that the strengths of using debate are students not bored, but very enjoy with debate activity. Every student takes a role in debating, so they are actively join the activity. The

second, debate could improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they have a lot of opportunity in practicing speaking.

So debate class is effective to teach speaking because it can make students more active, enjoy and confidence to speak English and express their ideas.

B. Conclusion

Based on the results of interview and class observation, the writer can conclude that SMA N 1 Plosoklaten gave their much attention to the students' English development. It can be seen from the English facilities that are provided by the school for the students. There is a language laboratory for the students to train their listening ability. Besides, the school also provides the English materials in the library to be read freely by all students.

It can also be seen from the teacher's efforts in teaching, including English. In teaching English, especially speaking, the teacher applies interactive teaching method

that can motivate the students to speak up. It is debate.

Based on the result of interview, the teacher made preparation before teaching. Based on class observation, the teacher applies three phases of teaching. They are pre, whilst and post teaching. In pre-teaching, the teacher guides the students with some warming up questions that lead them to the material. He also explains about the purpose of teaching the material. In whilst-teaching, the teacher describes the rules that should be done by the students in learning process. He also checks and manages the students' activity during the debate. In post-teaching, the teacher discusses the students' problems during teaching learning process. The last thing that he did in post-teaching is making conclusion.

In managing the class, the teacher using group work management in teaching speaking using debate. In this case, the teacher divides the students into groups. The debate was done in those small groups

including in big group. During debate in small group, the teacher went around the class from group to group to manage the students' activity, including to motivate them. Besides, he also became a prompter to help the students when they got any stuck of idea to speak.

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