CHAPTER 1

INTRODUCTION

A. Background of Research

English is very important for us because in this globalization era we need to communicate with others in around the world. To communicate well, a person needs to be able to produce language. The productive of language will due to the productive skill, they are speaking and writing. As a productive skill, speaking is considered as a scream skill most students.

According to Tarigan (1990:5) speaking is ability to pronounce articulation of sounds or words for expressing, stating and conveying thoughts, ideas and feelings. Beside that, he also states that speaking is a form of human behavior that use physic factor, psychological, neurological, semantic and linguistic extensively. So, speaking can be considered as the most important thing of every human being for social life.

The common problem faced by the teacher in speaking class deals with the students’ low participation in speaking activity provided. In fact, the learners were really shy and afraid to make mistakes when they spoke English in front of the class. This condition becomes a great problem since the students’ participation could be a good starting point to students’ speaking ability.
The problem also happens at SMA Negeri 1 Padamara. Based on the pre-interview with the teacher, it was shown that the students’ participation in English speaking class was still low. It could be seen from the result of students’ achievement in their speaking. There were three causes of the low of students’ participation in speaking. First, the students had less motivation to speak English. Second, the students werea lack of confidence to speak English. They were still afraid to make mistakes so it made the student afraid to ask question to the teacher. Third, the students were not usual to share their ideas with others.

Dealing with the problems above, the teacher needs to give positive response concretely and objectively which can improve the students’ activity in oral participation. Contributive participation was delivering reflection to the teacher and other students, either in delivering the question form, idea, suggestion, rejection or following the lesson well. While initiative participation was students’ participation in doing the task by themselves spontaneously and unstructured.

Based on the fact, the speaking quality at SMA Negeri 1 Padamara was still low, it needs a solution. One of the alternatives is by implementing a certain technique. The implementation of this technique would be caused in a research entitled “Improving students’ speaking participation using “Question and Answer Debate”. Question and Answer Debate is a technique in which students participate in a group discussion. This technique can help to build communication skills and students’ participation in group work activity.
B. Reason for Choosing the Topic

In this paper, the writer chooses Question and Answer Debate to improve students’ participation in speaking in the second grade of SMA Negeri 1 Padamara Academic Year 2009/2010 for the following reasons:

1. Speaking is a productive skill that has to be mastered. But in fact, the students had problem in this skill. They were lack of participation in speaking activity. So, to improve the students’ speaking participation it needs certain treatment.

2. The writer and the teacher as a collaborator teacher agree to improve students’ speaking participation using Question and Answer Debate. It can help the students to participate in their speaking class.

C. Problem of the Research

The problem of this research can be formulated as follow:

Is “Question and Answer Debate” able to improve the students’ speaking participation?

D. Aim of the Research

Based on the problem formulation above, the aim of the research is to know whether Question and Answer Debate can improve students’ speaking participation at the second grade of class XI IPS 1 of SMA Negeri 1 Padamara in Academic Year 2009/2010 or not.
E. Clarification of Key Terms

To understand the title more easily, essential term of this research were classified as follows:

1. Speaking

2. Participation.
   Participation, according to Tannenbaum and Hahn (see Sukidin, 2002: 159), participation a level how far the member’s role involve themselves in activity and contribute the energy and thought in the implementation of the activity.

3. Question Answer Debate
   Question Answer Debate is a technique in which students participate in a group discussion. This technique can help to build communication skills and encouraged to speak promotes participation by during group work.

4. Students
   In this research student means all of the students who study at class XI IPS 1 SMA N I Padamara, who will be the subject of the research.
F. Contribution of the Research

The contribution of this are:

1. For teacher:
   This will give valuable experience of using more interesting and meaningful
   way of teaching speaking that was using Question Answer Debate.

2. For students:
   This research gives learning experience, which can give more positive view
   about learning English, so the students can be more active in getting involved
   in every class activity.