

Chapter One

Introduction

In this chapter the researcher will discuss about background of the research, statement of the problem, research question, purpose of the research and significance of the research.

Background of the Research

In practicing English, there are four skills which must be mastered by the students. The four skills of English are listening, speaking, reading and writing. All of skills must be mastered by students because it becomes a standard of competencies which have to be reached by students.

Speaking is the important one of four skills which has been mastered by the students. However, in the teacher-centered learning, teacher does not emphasize in practicing the skill to his students. Ramelan (1991:22) stated that the poor mastery of English speaking of students is a result of the old ways of teaching which do not give stress to the mastery of spoken language. It means the poorness of students' speaking ability becomes a problem of learning process in Indonesia. It because the teachers of Indonesia use the old ways to teach their students as like the old methods and the teachers do not use the good media in the teaching learning process. They just concern on the theory not on the practiced. Although improvement of speaking skill is the important problem, in fact only some teachers realize it.

To be master English speaking, learners need to practice and habited to produce the words in speaking. There are many activities that can ben be done by the students to improve and practice their skills. Debate is one of speaking activities that can improve speaking skills of UMY students.

In UMY, a debate club has been conducted regularly to help students practice speaking between one group and another group. The debate club is established in order to assist the students to make their speaking skill better in English.

However, the number of students who participate in the debate club is just small. Based on the reality in the English department at UMY, there are only 20 people who participate in debate club from 300 people . It is because students are unwilling to join the debate club. In fact, according to Dobson (1987), debate is an effective technique to improve speaking skills.

Therefore, to determine whether the students who join the debate club have better speaking ability than students who not join, a study was conducted by the researcher that aims to determine the differences in the speaking ability of the students who joined the debate club and the students who do not join, so, it needed to be known scientifically the differences in the speaking ability between member of debate club and who non-members in the English Education department of UMY

Considering the facts and phenomena that occurred above, then a researcher would conduct research on the differences between debater and non-debaters speaking skills in English Education Department Universitas Muhammadiyah Yogyakarta.

Statement of the problems

Based on the background, the statement of the problem can be drawn as follows:

1. The number of students who joined the debate club is still few which is 20 of 300 student from English Education Department of UMY
2. It not yet known differences in the speaking ability among students who join debate club with students who do not join the debate club in English Education Department of UMY

Research Question

Based on the background above, it can be formulated as follows:

1. Is there any differences in speaking ability among debater and non-debater in English Education Department of UMY?
2. What speaking elements are affected by a debating skill?

Purpose of the Research

Having been in line with the background of the study, this research aims at:

1. determining the differences between speaking ability of students who join debate club and who do not join in English Education Department in UMY.
2. identifying speaking elements which are affected by debating skill.

Significance of the Research

Some of the benefits that can be obtained from the results of this study are as follows.

Theoretically The results of this study are expected to be useful as a consideration in selecting effective activities in learning speaking and provide a scientific proof of the effectiveness of the debate club in teaching speaking.

Practically, For teachers. This study is expected to be useful to improve knowledge and inspiration about the activities of debate in teaching, especially teaching speaking.

For students. The results of this study can be used to encourage students to like debate and join the debate club so that it can improve speaking skills.

For the researcher. The results of this study can be used as a reference for further research.