

**TEACHING SPEAKING THROUGH COMBINATION
OF MEDIA AND DEBATE ACTIVITY FOR SENIOR
HIGH SCHOOL STUDENTS**

*Submitted as Partial Fulfillment of the Requirements
For the Strata One (S1) Degree*

Paper



By
SRI WAHYUNI
77053/06

Advisor:
Drs. Zul Amri, M. Ed

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG
2011**

HALAMAN PERSETUJUAN MAKALAH

**TEACHING SPEAKING THROUGH COMBINATION OF MEDIA AND
DEBATE ACTIVITY FOR SENIOR HIGH SCHOOL STUDENTS**

Nama : Sri Wahyuni
Nim : 77053
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Januari 2011

Disetujui oleh:
Ketua Jurusan

Diketahui:
Pembimbing

Dr. Kusni, M.Pd
NIP. 19620909 198803 1 004

Drs. Zul Amri, M.Ed
NIP. 19600505 198503 1 004

HALAMAN PENGESAHAN

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**Nama : Sri Wahyuni
Nim : 77053
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni**

Padang, Januari 2011

Tim penguji

Nama	Tanda Tangan
1. Ketua : Drs. Zul Amri, M.Ed	_____
2. Anggota : Drs. Jufri, M.Pd	_____
3. Anggota : Havid Ardi, S.Pd. M.Hum	_____

ABSTRAK

Wahyuni, Sri. 2011. *Teaching Speaking Through Combination of Using Media and Debate Activity for Senior High School Students*

Berbicara merupakan salah satu keterampilan berbahasa yang penting dalam pembelajaran Bahasa Inggris, terutama bagi siswa sekolah menengah atas (SMA). Tujuan pembelajaran berbicara bagi siswa SMA adalah menjadikan mereka mampu berinteraksi dan berkomunikasi dengan menggunakan bahasa Inggris. Makalah ini ditulis untuk membahas penggunaan metode gabungan “debat” dan “media” untuk meningkatkan kemampuan berbicara siswa sekolah menengah atas (SMA). Penggabungan *debat* dan *media* merupakan metode pembelajaran yang mengajak siswa untuk aktif dalam kegiatan berbicara di kelas. Guru memberikan topik dengan memperlihatkan media seperti gambar atau video yang berhubungan dengan topik yang akan diperdebatkan. Setelah itu guru meminta siswa memberikan pendapatnya berdasarkan media yang telah diperlihatkan sebelumnya. Kegiatan ini diharapkan mampu memotivasi siswa untuk tertarik dengan kegiatan berbicara di kelas dan mampu meningkatkan kemampuan berbicara siswa dengan menggunakan bahasa Inggris.

ACKNOWLEDGEMENTS

Firstly, the writer says “Allhamdullilahirabbil’lamin” praise is to “Allah SWT” who gives favor for complementing this paper. The writer also says thanks to our prophet “Muhammad SAW” who becomes the best guidance in the world. This paper is the final project that will be presented to the English Department of the Faculty Language and Art State University of Padang.

Thanks are also intended to everybody who gives the best help for the writer in finishing this paper. The writer’s deepest gratitude goes to my advisor Drs. Zul Amri, M.Ed who had always given his best help, valuable guidance, great correction and significant suggestion for finishing this paper. The writer best gratitude is expressed to Dr. Kusni, M.Pd. as the chairman of English department, Dra. An Fauzia Rozani Sy, M.A. as deputy of English department, Refnaldi, S.Pd. M.Litt. as writer’s academic advisor and all of writer’s lectures in English Department of the Faculty Language and Art State University of Padang who during four years give valuable knowledge and great education as the basic and foundation for the writer to decide the next career and ready to face the rivalry in the global era. The writer also gives special thankful for all of the staffs in English department who gives their help during these four years.

The writer cannot finish this study and unable to complete this paper without the great help and support from the best people behind her. They are writer’s beloved parents “Joni Nurba, S.E and Yusnidar” who always give support, pray, suggestion and also become best guidance for the writer’s life. The writer wants to say *Thanks my beloved parents; you give me everything for the*

successful of my life. I never become like this without you. From the deep of my hearth, I promise... I will make you happy and proud with me.

The writer's special gratitude is addressed to the writer's best friend "Wahyu Hidayat" who always accompanies the writer to find the sources for writer's paper and gives terrific support to finish this paper. The writer wants to say *Thanks Ebe, you are my best friend*. The writer also say thanks for the family; writer's brothers *Rico* and *Rivo*, writer's sister *Veni*, writer's cousin *Bg.Deded* and his family and also *Bg.Us* and his family. Unforgettable, all of writer's friends who give spirit and support; *Dian, Ami, Redha, Rini, Oci, Ipit, Nadil and all of my friends, thanks for your help.*

Padang, 13 January 2011

The Writer

TABLE OF CONTENTS

ABSTRACT

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF APPENDICES

PART 1 INTRODUCTION

1.1. Background of the Problem	1
1.2. Limitation of the Problem	5
1.3 Formulation of the Problem	5
1.4. Purpose of the Paper.....	5

PART 2 REVIEW OF THE RELATED LITERATURE

2.1. The Nature of Speaking	6
2.2. How to Teach Speaking	9
2.3. Senior High School Students' Characteristics in Learning.....	12
2.4. The Roles of Using Media in Teaching Learning Process.....	13
2.5. The Nature of Debate.....	16
2.6. How to Teach Debate.....	19
2.7. The Advantages of Using combination media and debate.....	22

PART 3 TEACHING IMPLEMENTATION

3.1. Teaching Preparation	24
3.2. Teaching Procedure.....	26
3.2.1 Pre-Teaching	26
3.2.2. Whilst-Teaching.....	26

3.2.2.1. Pre-Speaking.....	26
3.2.2.2. Whilst-Speaking.....	27
3.2.2.3. Post-Speaking.....	28
3.2.3. Post-Teaching.....	29
3.3. Teacher's roles.....	30
3.4 Learner's roles.....	30

PART 4 CONCLUSION AND SUGGESTION

4.1. Conclusions	31
4.2. Suggestions	32

BIBLIOGRAPHY

APPENDICES

LIST OF APPENDICES

Appendix 1	Lesson Plan.....	36
Appendix 2	Kind Picture as Media which are Shown by the Teacher.....	39
Appendix 3	Example of Analytical Exposition Text.....	40
Appendix 4	Scoring Guideline for Debate.....	41

PART 1

INTRODUCTION

1.1 Background of the Problem

English is a compulsory subject for students to learn starting from junior up to the senior high school in Indonesia (see KTSP curriculum, 2006), and even it is also learned in the elementary school. The curriculum contains four main skills that the students should master, namely speaking, reading, writing and listening. Among those four main skills, speaking is one of the important subjects to be learned seriously by the students.

There are three reasons to learn speaking. Firstly, speaking is fundamental for human communication (Lawtie, 2004). Through speaking, people are able to meet their daily needs, such as delivering the messages, getting the information, involving the interaction, and creating better communication and social relationship. In speaking the real interaction between the speaker and listener will be created well. They will use the language directly for giving and responding the information and also for creating and maintaining good social relationship.

Secondly, speaking is one of the important skills in learning English which is included in Indonesian national curriculum (KTSP 2006). The main purpose of teaching and learning speaking for senior high school students is to enable the students to achieve the communicative competence. The students are expected to be able to use English for communicating in the community and improving their knowledge (Wells in KTSP 2006). It means that the students may use the

language to continue their study to the university, to decide their next career, and ready to face the rivalry in the global era.

Thirdly, speaking is a skill which gives time for students to learn English effectively. Through speaking, the students are learned how to use language orally, directly and continuity. In teaching and learning process of speaking, the teacher asks the students for practicing English directly to express what they want to say. The students are not only expected to know with the language but also intended to comprehend in using the language. The students are expected to be able to use English for interacting and communicating both in class and in the community. Through this activity, the students are intended to comprehend in English and be able to use English in the real communicative process.

In reality, almost all of senior high school students have difficulty in speaking. This may be caused by several factors. First, the students get little time for practicing speaking in the class. In the conventional method, the teaching and learning process of speaking is dominated by the teacher and certain students. The teachers teach speaking by giving a text to the students and do short discussion about the text orally. At the time of the discussion, the teacher just point at several students to answer the questions. Sometimes, the speaking time is just taken by the talented students and the others just become a listener. In sum, it affects students' speaking ability. They are not able to speak because they never get more time for practicing speaking in the class.

Second, the students do not have an idea to speak. It is caused by the students who consider that English is difficult subject to learn, the students just

hearing for the teacher's explanation without understanding the materials well. They only receive the information from the teacher and are not able to express their opinion about the material given. As the result, when the teacher asks them to speak, they tend to be passive without any responses.

Third, the students do not get enough stimulation to speak. While the teaching and learning process is in progress, the teachers just explain the text without show the related media to the students. This method affects students' motivation to learn. They feel bored to study because nothing special that are able to make them interested in studying. The result, they do not pay attention in learning and have low motivation in speaking.

Fourth, the students have lack of vocabulary. It is caused by two common factors. First, less of awareness to add the vocabulary. The students feel enough with the vocabulary that are given by the teacher. The students do not want to improve their vocabulary by looking for the dictionary and memorizing every vocabulary to improve their speaking ability. Therefore, if the teacher asks them to speak, they will be afraid because they do not know how to say something in English. Second, less of practice in speaking. If the students are interested to practice by using language, they will try to find the new vocabulary to improve their speaking ability, whereas for the students who are lazy to practice speaking, they will have lack of vocabulary.

There are many kinds of techniques that can be used by the teacher in teaching speaking. The teacher may use debate as one of the best technique in teaching speaking. Debate is a technique which gives the opportunity for students

to learn speaking effectively. This technique provides more time for all students to practice speaking. The students will be active in speaking for giving arguments and opinions. Trumann (2005) believes that debate is able to show students' awareness in learning, give freedom to speech and allow students' ability to express their brilliant ideas.

In addition, the use of media can make the teaching and learning process is easy and improves the students' motivation in learning. Purnamawati and Eldarni in Kusumah (2001) say that media is an object that can be used for sending learning messages from the teacher to the students. It is able to stimulate students' thought, feeling, attention, and motivation in learning. The use of media is able to make teaching and learning process more effectively and attractively, help teacher to explain the material clearly, create students' motivation in learning, support the best quality in teaching and learning process, and give positive feedback for both teacher and students.

From those reasons above, the use of combination debate and media is expected to be effective technique to help the senior high school students for improving their speaking ability. This technique gives more time for all of the students to practice speaking, to explore the idea, to make a good motivation in learning, and to improve senior high school students' speaking ability.

1.2 Limitation of the Problem

There are many techniques in teaching speaking for senior high school students, such as role-play, discussion, story telling, story completion, debate, interview, etc. Based on background of the problem above, this paper is limited in the teaching speaking through combination of using media and debate activity for senior high school students.

1.3 Formulation of the problem

The problem is formulated in the following question “How can the teacher teach speaking through combination of media and debate activity for senior high school students?”

1.4 Purposes of the Paper

This paper is aimed to explain how the teacher can teach speaking through combination of media and debate activity for senior high school students.