

TEACHING SPEAKING BY USING AUSTRALIA – ASIA DEBATE STRATEGY
AT SENIOR HIGH SCHOOL

PAPER

Submitted as a Partial Fulfilment of the Requirements For strata one (SI) Degree



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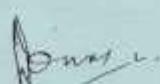
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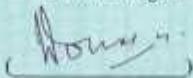
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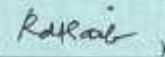
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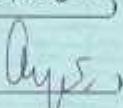


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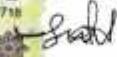
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ABSTRAK

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Speaking adalah keterampilan dasar yang harus dimiliki siswa disamping keterampilan dasar lainnya. Namun, faktanya mereka sulit dalam berbicara. Hal ini disebabkan karena tidak percaya diri, kosata terbatas, sulit dalam pelafalan, dan kurangnya ketertarikan siswa dalam berbicara. Oleh karena itu penulis memilih *Australia – Asia Debate* sebagai salah satu bentuk praktik berbicara yang dapat mendorong siswa untuk aktif, percaya diri dalam sebuah diskusi, sehingga terbiasa mengungkapkan ide dalam bahasa inggris. Cara mengimplementasikan *Australia – Asia Debate*, siswa dibagi kedalam kelompok. Mereka diberikan sebuah topik. Kelompok pertama adalah setuju dengan topik dan kelompok kedua menentang topik. Masing-masing kelompok diberikan kesempatan menyampaikan ide dan memberikan tanggapan kepada kelompok lain. Dengan menggunakan strategi ini, siswa diharapkan dapat meningkatkan kemampuan siswa dalam berbicara.

Key words: *speaking, Australia – Asia Debate strategy*

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Padang, Agustus 2016

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the four language skills in English (listening, reading, and writing). Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney in Kayi 2006). Speaking is an ability to communicate orally. Through speaking, someone can show the ideas, think, information, and feeling to others. Clark (1997) says that speaking is a tool to do communication and to convey information. In daily life, speaking is always used to do communication. Without speaking skill, someone faces difficult to express the feeling in her mind. So, that is why speaking skill is important than the other skills. It is more difficult than other skills because it needs an ability to be performed in public. Then, it also shares the ideas and information spontaneously.

In speaking skill, fluency and pronunciation are the most important subskill, in order to be perfect in speaking English. With good fluency and pronunciation, people are able to share their ideas and feeling smoothly and easy to be understood.

In Indonesia, English as a foreign language is firstly taught since junior high school. In this stage, students are taught how to communicate orally. Then, in senior high school stage, students are taught how to expand their knowledge and

how to develop the topic that will be discussed. The students are expected to speak properly by conveying ideas about the topic that is agreed.

In speaking English, the students face some difficulties to speak well. Based on writer's observation during speaking performance, it was found that many students have lack self-confidence to speak English in front of class. Some students avoid speaking English in the classroom because of feeling afraid and ashamed to make mistake in uttering their ideas. They are also uncomfortable to speak English. It is caused by their classmate laugh when they do mistake in uttering the ideas. Inconvenience makes them do not participate during learning process. Hence, they are more quiet than participate in learning process.

Then, lack vocabulary makes students difficult to share ideas and information. To share the ideas or to give an opinion, they whisper with one another to ask how to tell the words. They think that becoming a good speaker in English should have rich vocabularies. Another, students translate the words from indonesia into english.

Another problem in speaking English is how to pronounce the words. In English, the pronunciation of the words is different from its written form. The Students often have some mistakes in pronouncing the words. It is caused of lack practice speaking English. However, they are expected to be active in classroom activity during learning process.

In addition, students have less interest to learn English, especially speaking English. They think that speaking is a difficult skill. The problem in speaking

does not only come from the students, but it can be from the teacher. The teacher does not understand how to develop their intellectual, social, and personality. Then, the teacher does not understand what a good strategy in teaching English, especially in speaking. The teacher understands some theories in teaching English, especially speaking, but cannot apply it in the classroom. It is caused by teacher's preparation, limitation time to teach English.

To overcome these problems in learning speaking, the teacher needs a strategy and proper materials in teaching speaking. There are many good strategies in teaching speaking for senior high school students. The writer chooses Australia – Asia Debate strategy to improve students' speaking.

This strategy is a kind of discussion activity in the classroom. The teacher prepares the topic before coming to the class. Then, the students are divided into group and the teacher gives a topic that will be discussed. The students are given the times to prepare their speech. After that, they utter their ideas in front of class. The other students may share their opinion and give arguments about the topic. This strategy helps students to improve their speaking. Then, it can develop students' critical thinking.

English teacher encourages students to develop their speaking skill through practice speaking in front of class. In this case, students are expected to participate in discussion. The students are able to utter their ideas or information in the class, and respond the ideas and information that is spoken. They may also agree or disagree about ideas that are uttered by others. Hence, they are able to convey

some reasons why they agree or disagree about the information and ideas that is uttered. Then, another student gives a comment or evaluate about the presentation.

B. Identification of the Problem

Based on the problem above, there are some problems that are faced by the students' senior high school to be mastered in speaking. Those problems are lack of self-confidence, lack of vocabulary, they find difficulties to pronounce the words, they have less interest to learn English. The problems from the teacher: the teacher does not prepare well material, media, and how to develop the teacher's intellectual, social, and personality. The teacher is expected to help them for developing their communicative competence and motivate them in order to make students enthusiasm in learning process especially in speaking.

C. Limitation of the Problem

Based on background above, this paper focuses on teaching speaking by using Australia – Asia Debate strategy at senior high school.

D. Formulation of the Problem

Based on background above, the problem can be formulated as in the following question

1. How can English teacher apply Australia - Asia Debate strategy in teaching speaking at senior high school?

E. Purpose of the Paper

The purpose of this paper is: "To explain how teaching speaking by using Australia - Asia Debate strategy at senior high school".

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion before, it can be concluded that Australia – Asia Debate is a cooperative learning that involves students to discuss the topic. It is an academic debate that is used to improve students speaking. Australia - Asia consists of two teams: affirmative or agrees about the topic, and negative or opposite about the topic. Each of team consists of three members; 1s affirmative, 2nd affirmative, 3rd affirmative, 1s negative, 2nd negative, 3rd negative. The affirmative team agrees with the topic and presents arguments supported by evidence to convince the truth of the topic. The negative team disagrees with the topic and presents arguments supported by evidence to disprove the truth of the topic. Each of members has an opportunity to convey the speech. The way of their speaking is as follows: 1s affirmative, 1s negative, 2nd affirmative, 2nd negative, 3rd affirmative, 3rd negative.

B. Suggestions

To apply Australia – Asia Debate in teaching speaking, the writer suggests to English teacher to concern some the following points.

1. The teacher decides interesting topic to be discussed in the classroom.
2. Students are divided into two teams; affirmative team and negative team
3. The teacher gives some minutes to prepare their speech.

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