CHAPTER I
INTRODUCTION

This chapter contains: (1) Background of study, (2) Statement of problem, (3) The objective of study, (4) Significance of study, (6) Limitation of study and definition of key terms.

1.1 Background of Study

People all over the world use a language as a means of communication. Language can become our bridge to connect with other people who live in different places and have different cultures. By using language one can gain information, knowledge, express feeling, and emotions. One of the languages used by most of people around the world is English, since it is used as a means of international communication.

For the above reason, speaking is considered as an important and main factor for people in learning language, because the primary function of the language is for communication and interaction, which both of these can be achieved through speaking. Therefore teaching English speaking in formal school done by English teacher can determine the success of the students in getting achievement in speaking skill and to support the success in transferring the skill to the students, English teacher should apply suitable method that is able to motivate the students to use the English language either during in the process of teaching and learning or daily communication. By this method, students are encouraged to speak a lot. But some problems appeared and faced by the English teacher in teaching speaking class are;
many students are shy to speak English among them, this condition forces an English teacher to apply a special method in teaching speaking class, namely debate. By debate students feel enjoy being involved in debating social cases and this condition eventually makes the students are accustomed to speaking English. Because in debate, the English teacher can encourage the students to participate in the debate class activities, they can express themselves and the English teacher should give the opportunities to his students to express their ideas without being afraid of making mistakes. It can be done by introducing interesting topics can stimulate them to express their filling in debate practice and finally the topics can arouse students` motivation to learn how to be a good debater in debate class.

The Australasian Parliamentary Debate system is useful device for stimulating students` participation in debate class. The teacher becomes facilitator in the learning processes that enable students to become more deeply and more actively invested in their education. And when teachers use debate, they act at as more than dispensers of information to the classroom of passive students. They become facilitator of learning process that enables students to become more deeply and more actively in their education.

Debate competition as which is often held in competition for Vocational High School students by government is Australasia parliamentary system debate. This debate can also be used as the standard of the school qualification to judge the grade of the school success in applying English teaching method by the English teacher through the annual debate competition in LKS (Lomba Kopetensi Siswa) either
regionally or nationally by our government. As it is known that the grade of senior vocational high school in Indonesia in the last 3 months ago is classified into three categories. They are; SSN (National Standard School), RSBI (Pioneering International School), SBI (International School). But in fact such classification does not guarantee the output of the students the same as their school standard. It can be proved that in every English competition held by the government either regionally or nationally, many high grade schools were defeated by national standard school. One of the national standard schools which often became the winner in English debate competition is SMKN 1 Kepanjen Malang.

Therefore, the researcher wants to conduct research under the title “The analysis of debate teaching method by English teacher at SMKN 1 Kepanjen”, to investigate what and how the methods are used by the English teacher of SMKN 1 Kepanjen in teaching his students of EDC KANESA (English Debate Club SMKN 1 Kepanjen) to be good debaters until they became the champions in many debate competitions.

1.2 Statement of the Problems

Based on the background of study, the researcher states the problem as follows:

1. What are the methods used by the English teacher of SMKN 1 Kepanjen in teaching debate to his students in English debate club?
2. How are the methods used by the English teacher of SMKN 1 Kepanjen in teaching debate to his students in English debate club?
3. How are the ways the English teacher solve the problems in teaching debate?
4. What are the results of method used by the English teacher in teaching debate?

1.3 The Objective of the Study

This study has a purpose to find out:
1. To know the methods used by the English teacher of SMKN 1 Kepanjen in teaching debate to his students in English debate club.
2. To investigate the methods used by the English teacher of SMKN 1 Kepanjen in teaching debate to his students in English debate club.
3. To describe the ways the English teacher solve the problems in teaching debate.
4. To describe the results of method used by the English teacher in teaching debate.

1.4 Significance of the Study

The result of this research is expected to give practical contribution for the English Teachers from other schools to be a source and empirical data in teaching about Australasian Parliamentary Debate.

It is hoped that this research becomes an alternative technique to improve student’s debate skills. Practically, they can learn how Australasian Parliamentary Debate System improves their critical thinking.

This research is hoped to be able to give contribution and foundation for future researchers who are interested in teaching debate by the Australasian Parliamentary Debate System deeply. Furthermore, this research becomes comparison for future research especially in teaching debate by the Australasian Parliamentary Debate system.
1.5 Scope and Limitation

Because of the limitation of time and other facilities, the scope of this study is limited to:

1. The method used by the English teacher of SMKN 1 Kepanjen in debate teaching to his students.
2. The way the English teacher used the method in teaching debate to his students in English debate club.
3. The ways the English teacher solve the problems in teaching debate
4. The results of the method used by the English teacher in teaching English debate.

1.6 Definition of the Key Terms

Some terms are defined in order to give the readers a better understanding.

**Debate**, in this research, is defined as a clash of arguments. For every issue, there are always different sides namely; Pro (Affirmative/Positive) and Contrast (Negative), they support or disagree with that certain issue. Debating seeks to explore the reasons behind each side. To make those reasons understandable and convincing.

**Teaching methods**, in this research, is defined as the way that is used in the process of planning, selection, transferring and grading teaching materials by a teacher to the students. In other word teaching method is technique that is implemented and takes place in a classroom to achieve the optimal objective of teaching.

**English Debate Club of SMKN 1 Kepanjen Malang** is an active English Club organized to improve student ability in English especially Debate for all
students of every grade at SMKN 1 Kepanjen Malang region. Debaters in this study are members of English Debate Club of SMKN 1 Kepanjen Malang who is engaged in a debate activity.