

CHAPTER I

INTRODUCTION

In this section, the researcher presents an introduction of the research. It consists of research context, research problem, research objectives, significance of research, scope and limitation, and definition of key terms

A. Research Context

Historically, Allah taught Adam, as the first prophet, the name of the goods and it is called a language. Although human didn't know how Allah taught him the name of the goods, but to be belief it is an obligation. Languages are part of civilization and the civilization get developed because the role of language. Both the first till the last human need language to live and communicate. Language is the most precious gift from god, as human who have responsibility to carry out a mandate have to keep, develop, and use language to communicate with other people, not to keep ignorant others.

In the contemporary era, interaction take wider place, it is not about with different race, regency and province, it is about interaction between people from several countries. This situation claimed to master several languages particularly English language. Penny Ur stated that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively

the most important.¹ English which is called language has four skills, those are needed to know but speaking is the first to master.

Jack Richards stated that the mastery of speaking skills in English is a priority for many second-language or foreign language learners.² Speaking is skill that almost taken by people around the world to communicate. In communication between different countries, English is the first choice to build communication. Because speaking is one of skill in English, so it must be sharpened and developed well because someone who just speak is not enough. English speaker also comprehend the listeners about what they talk to.

In teaching speaking, students often find a teacher who just instruct the students to practice with partner ignoring the same with their level of vocabulary and speaking substance. Teachers never give students a challenge and consider that getting fluent in daily activity talk is enough. This situation happens in various level of institutions. If the teachers behold this case as something enough, it can be ensured that students will be difficult when meet with new words. Students also feel difficult when they are confronted with new method which is harder and challenging. So, train and accustom the student with something challenging which is able to motivate them to work and think harder.

¹ Penny Ur, *A Course and Language Teaching* (Edinburgh Building: Cambridge University Press, 1996), 120.

²Jack C. Richards, *Teaching Listening and Speaking From Theory To Practice* (Cambridge: Cambridge University Press, 2008), 19.

One of the method that should be used by teacher is to implement Asian parliamentary debate. Asian parliamentary debate, students are not only claimed to speak but also they are claimed to speak while exploring their knowledge such as talking about education, economy, politic and other public issue. It can help students to think critically, care about social issue and of course find new words. Asian parliamentary debate make students motivated to seek new knowledge about public issues and also make them realize that the real speaking is not only how fast they speak but also the substance of speaking. It is suitable with what Richards explains that communicative competence is goal of a language classroom, instruction need to point toward all its component. Communicative goal are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual need to apply classroom learning to heretofore unrehearsed contexts in the real world.³

If students have not accustomed by the issue above, they feel clumsy when students talk the topic which need additional knowledge and consciousness because they must face unfamiliar words and topic of speaking. So, students' today are not only accustomed to speak with daily activity routine but also they should be accustomed to speak more substantive while exploring their knowledge and finding new words, it can be achieved with implementing Asian parliamentary debate.

³ Richards, J.C, W.A Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 13.

The implementation of Asian parliamentary debate in teaching speaking at the second grade SMAN 1 Pakong is conducted twice a month and it is joined by every students. Students are appointed by teacher a week before the class while determining the motion of debate, students whom are appointed claimed to look for reference, and ask for teachers' guidance in order to prepare debate well. By implementing Asian parliamentary debate, students learn how to arrange the word, deliver the opinion and argue against other opinion. Teacher evaluates both how the students argumentation for instance substance of arguments, accuracy and suitability with the motion, and language itself for instance pronunciation and sentence arrangement. Nurma Yunita said that by implementing Asian parliamentary debate on teaching speaking, students can explore their knowledge by comparing and collecting many reference and enrich their vocabulary because students often meet with unfamiliar words that need students to open dictionary. By implementing Asian parliamentary debate students can add both their knowledge and ability in speaking such as pronunciation, intonation, and stressing, and also vocabulary.⁴

The researcher finds out some previous studies which are related to this study. The first previous research shows that debate technique did not run well because there was many problem faced by teacher and his student and debate technique did not give influence toward student speaking ability.⁵ The

⁴Direct Interview with Nurma Yunita as Student at the second grade SMAN 1 Pakong Wednesday, 15 December 2021.

⁵Tri Wiyati Putri, "Teaching and Learning Speaking through Debate Technique at the First Semester of the Eleventh Grade in MA Al-Hikmah Bandar Lampung" (Thesis, Raden Intan University, Lampung, 2017).

previous research has similarity with this research that discuss about debate in teaching learning speaking. while the difference is that the previous research focus on teacher and students' problem on teaching speaking through debate but this research focus on how teacher's implement Asian parliamentary debate and students' responses when Asian parliamentary debate implemented in teaching speaking.

The second previous study shows that implementation of classroom debate can increase students' speaking score.⁶ There are positive effect of classroom debate towards students's speaking skill. The previous research also discusses the implementation of debate and it gives positive effect to the students' speaking skill. While this research discusses implementation of Asian parliamentary debate, this research focuses on how teacher implement the debate and students' responses on implementing Asian parliamentary debate that can encourage students to explore their knowledge and put their attention on the recently public situation. So, this research focuses on Asian parliamentary debate which also emphasizing students to explore their knowledge and find unfamiliar words.

In the implementation of Asian parliamentary debate, the teacher assisted by students who have not duty on the debate to be timekeeper and chairperson. Teacher divides the group a week before conducting debate, it aims to let students prepare the material and determine who will be the first, the second, and the third speaker. Debate begun 15 minutes after teacher

⁶Siti Nuraeni, "The Effectiveness of Classroom Debate To Improve Students' Speaking Skill" (Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2014).

saying *Salam* and praying. Debate which implemented could be classified into some steps. *The first*, the teacher asked for the group which determined a week ago (Both “Proposition” and “Opposition” side) to come forward to do debate. *The second*, teacher appoints some students to be chairperson and timekeeper. *The third*, teacher explains the duty of chairperson and timekeeper. *The fourth*, the timekeeper explained the time limit and the role of each speaker both “Proposition” and “Opposition” side. *The fifth*, the chairperson welcomed to the first speaker to present an argument, is also done to all speaker. At the end of the debate, teacher gives comment of the students’ performance.⁷

From the explanation of phenomenon above, the researcher conducts study entitled “The Implementation of Asian Parliamentary Debate on Teaching Speaking at the Second Grade SMAN 1 Pakong”.

B. Research Focuses

Research problem is an educational issue, concern, or controversy that the researcher investigates.⁸ According to the researcher, the research problem is the main point to carry out an investigation, inspection, and collection of data and information. From the research context above, the research focuses on this research as follow:

- 1.** How the teacher implements Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong?

⁷ Direct Interview with Limun Hadi as teacher at the second grade SMAN 1 Pakong (Monday, 07 March 2022).

⁸ John W. Creswell, *Educational Research Fourth Edition* (Boston: Education, 2012), 66.

2. What are the advantages and disadvantages of the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong?

C. Research Objectives

Research objective is the major intent or objective of the study used to address the problem.⁹ Research objective is the way how to get an answer of the problem and clarify the opinion with fact through the scientific methods. Based on the research problem above, the research objectives as follow.

1. To describe the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong.
2. To know the advantages and disadvantages of the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong.

D. Significance of Research

Conducting a significance of research becomes an important thing in order to make a good research. This research has two functions which will be explained by the researcher, namely theoretical and social function, theoretical significance aimed on developing science, while social function aimed as an effort and step in solving social problem.¹⁰ This research is descriptive design that the researcher hopes to present the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong.

⁹ Ibid, 60.

¹⁰ *Pedoman Penulisan Karya Ilmiah, Edisi Revisi* (Pamekasan, IAIN Madura, 2020), 19.

1. Theoretical Significance

Some information, study, and analysis will be provided in this research. The researcher will inform about implementation of Asian parliamentary debate on teaching speaking. Furthermore, this research adds the new reference for the reader dealing with debate and advantages and disadvantages of implementation of Asian parliamentary debate.

2. Practical Significance

a. The Students

The students can select an appropriate method exactly Asian parliamentary debate in learning speaking, and also know that debate is the best choice for students who want to improve speaking to the higher level. Consequently, students can realize that fluency is not an absolute criterion in measuring speaking competence.

b. The Teachers

The finding result of this research that researcher hopes this research can help and convince the teacher that Asian parliamentary debate should be implemented when the teachers want their students have better capability on speaking.

c. The Readers

This research can stimulate the reader to learn English. Especially for the reader who have an interest in researching debate and speaking.

d. The Researcher

The process of conducting the research will give good experience for the researcher. In another case, the importance of knowing the implementation of debate in teaching speaking can help the researcher to describe it. The more competent in English will be discovered by the researcher, particularly speaking skill and the way how to get speaking into higher level.

e. For other Researchers

By the existence of this research, the researcher hopes that it can be a useful reference and good comparison instrument to conduct another research dealing with this topic.

E. Scope and Limitation

The scope is a range of things that a subject organization.¹¹ In this study, the researcher has a scope about the implementation of Asian parliamentary debate in teaching speaking. The limitation is fact or condition that limits something.¹² And it is limited only to the teacher and students at the second grade of SMAN 1 Pakong.

F. Definition of Key Terms

Creswell suggests us to begin research of the literature by narrowing your topic to a few key terms using one or two words or short phrases.¹³ Therefore, to avoid misunderstanding in term used in the study, the researcher considers that it helps the reader to have the following key terms defined before reading these discussions further, and the writer defines the specific key terms which are used in this research.

¹¹ Oxford Learner's Pocked Dictionary (New York: Oxford University Press, 2011), 393.

¹² Ibid. 256.

¹³ John W. Creswell, *Educational Research Fourth Edition*, 82.

1. Implementation

Implementation is a continuous process that includes a set of activities designed to put a program or activity (that we know works) into practice.

2. Asian Parliamentary

Asian parliamentary is debate format I which two teams of three compete in each match.

3. Speaking

Speaking is the spoken production language testing, in English language speaking that is to measure the English language skill of someone.