

## **CHAPTER I**

### **INTRODUCTION**

The researcher provides the sub chapters, dealing with the title of the thesis. It consists of Research context, Research focuses, the Research Objectives, and Significance of the Study, and Definition of the Key Terms.

This chapter also explains about the Previous Study that contains a topic and summarize which is taken by book, journal, documents, and website to support and comparing with the research.

#### **A. Research Context**

The use of English as an international language leads an important role in the era of globalization. Currently, we are required to be able to communicate in English. Meanwhile, Indonesian education approved the use of Indonesian as the national language. Speaking is a special ability that has many functions in everyday life. By talking we can share our ideas, feelings and intentions so that we can interact with others. The achievement of good speaking activities is when the interacting people can understand each other.

In teaching English, there are four micro skills: listening, reading, writing, and speaking. Speaking is using words in a normal voice, pronouncing words, knowing and being able to use language; express one in a word; make a speech. In short, speaking ability is the ability to display linguistic knowledge in actual communication. By talking to other people, we can find out what kind of

situation exists in the world. Concerning to techniques in teaching speaking, the english teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching speaking ability. There are several techniques to improve speaking skills, one of which is the debating technique. Debate improves speaking skills, whether scientific, historical, religious or political. It can contribute to the intellectual and ethical development of its participants by challenging them to make defensible judgments in which they critically investigate complex issues, questions provide assumptions, stimulate debate and perfect communication skills that empower individuals to speak for themselves.<sup>1</sup>

By Engr Sayyid Khaim Husain Naqawi, quoted by Abudin Nata, said that "the word pupil comes from Arabic, which means one who wills (who wills)". According to Abudin Nata, what is meant by "students" are people who want to acquire knowledge, skills, experience and a good personality as a provision for their lives to be happy in this world and the hereafter by means of earnest learning. In addition to the word student, there are other terms that are often used in Arabic, namely *tilmidz* which means student or pupil, mostly *talamidz*. This word refers to students who study in school. Another word related to pupil is *talib*, which means seeker of knowledge, pupil. Referring to several student terms, students are defined as people who are at the level of education, which in various literatures students are also referred to as students. In this case, educated people are seen as

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<sup>1</sup>Farisha Andi Baso, "The Implementation of Debate Technique to Improve Student's Ability in Speaking", *Exposure Journal*, Vol. 5, No 2 (November, 2016): P, 67.

individuals (subject students), where the value of humans as individuals, as social beings who have a moral identity, must be developed to achieve optimal levels and criteria of life as expected citizen.<sup>2</sup>

One concrete example of speaking activity is the interaction between teacher and students. In interaction, the teacher must have good speaking competence because he must bring all his students to understand the material through his speech. However, most of the students find it difficult to engage in speaking activities, besides they say vocal pauses, lose ideas, and they are sometimes obviously afraid of making mistakes, some students speak English and they also tend to use improper grammar..

Debate is essentially a form of communication style that focuses on the ability to communicate a problem by considering certain rules so that the problem can be solved with clear and reasonable reasons. Why debate method has advantages that other method do not have, besides other things that support us using this method.<sup>3</sup> The debate method has very rich variations in applying a contextual approach by adopting or adapting the principles of contextual learning, namely: modeling, questioning, inquiry, constructivism, learning community, authentic assessment and reflection. In addition to these contextual principles, the application of other methods can also be summarized in debate, such as in cooperative learning,

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<sup>2</sup>Michael Tianame, "The Implementation of Debat Technique to Enhance the Student's Speaking Skill", *Tianame Journal*, Vol. 10, No. 2 (2019): P, 25..

<sup>3</sup>Umar Fauzan, "Enhancing Speaking Ability of EFL Student's Through Debate and Peer Assessment", *EFL Journal*, Vol. 1, No. 1(2016): P, 98..

arguing is a team work (team work) and in PBL, debating is also a problem based learning. Problem packaging needs to be contextually linked to the real life of student's so that it is more challenging, interesting and not boring.<sup>4</sup> The debate method really needs to be trained on informal occasions, such as in extra debates, english clubs or other activities. Debate is an argumentation skill by comparing opinions face to face. It is skill of defending an opinion and trying to reject the opponent's opinion using reasonable reasons. In debating, what is most highlighted is the intelligence of reasoning and ingenuity in setting strategies for using words so that the opponent is satisfied with the arguments put forward and is no longer able to move. Thus, what is needed is the accuracy of capturing the reasons used by the opponent and based on the reasons used to carry out a deadly counter-attack. From some of the reasons above, it can be concluded that the debate method really needs to be applied because this method help students improve learning outcomes in english.

In learning English language, there are four skills that should comprehend by the students. They are reading, writing, listening, and speaking. The teacher uses English debate technique to teach speaking subject in eleventh grade of MA DUBA Putri Banyuwanyar to make the students interested to speak English. The English debate has been implemented at the MA DUBA Putri Banyuwanyar in 2014, by Uswatun hasanah who teaches speaking lessons in MA DUBA Putri

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<sup>4</sup> Michael Tianame, "The Implementation of Debat Technique to Enhance the Student's Speaking Skill", *Tianame Journal*, Vol. 10, No. 2 (2019): P, 27.

Banyuanyar 2022. Teaching English speaking is not an easy job to do. Therefore, the teacher as a guide in learning process is demanded to be more creative to build up student's motivation and improve their ability in speaking activities. Every teacher always tries to make interesting and effective activity in teaching and learning process in the classroom.

Therefore, researcher is interested in conducting research on the implementation of debate technique in teaching speaking skill at eleventh grade of MA DUBA Putri Banyuanyar 2022, because the researcher found that students had problems to learn English subject. Especially for speaking skill, students have problem in making speeches. Since most of the students showed poor marks for speaking, it was important to correct the problem. The researcher classifies the problems into pronunciation, grammar, vocabulary, fluency, and understanding because those are indicators of speaking assessment based on the students' Oral Language Observation Matrix (SOLOM).<sup>5</sup> The **first** is understanding; Students cannot understand the message clearly, even in simple English conversation. **Second** is fluency; Students find that their speech stops when they speak English. They cannot handle the situation and they find it difficult to group the next words to say. **Third** is vocabulary; Students find it difficult to choose the right words to express their thoughts because English contains many words with different usages. **Fourth** is pronunciation; Students find it difficult to pronounce many English

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<sup>5</sup>San Jose, *Student Oral Language Observation Matrix*, (California: Bilingual Education Office of the California Department of Education, 2013), p. 2.

words because English has many words without clear rules to pronounce them in one type. **Fifth** is grammar; Students find it difficult to use correct English grammar rules directly when they speak. Because our first language has no grammar rules for different situations it makes students feel confused to use English grammar. After classifying the problem, the researcher looks for a solution. Students who join English debate clubs will produce better speeches and be actively involved in discussions. This is because students get more practice, peers, exposure and activities that encourage them to speak and students have partners in speaking, group and individual work.

The implementation of debate techniques in teaching speaking skills outside the classroom is an extracurricular activity, which is meant by the word "outside" the word means that debating technique activities can be carried out outside the classroom or in the classroom while the meaning of extracurricular or extracurricular is additional activities carried out outside of class hours carried out either at school or outside of school with the aim of obtaining additional knowledge, skills and insights and helping to shape the character of students according to their respective interests and talents.

Based on the explanation above, the researcher intends to conduct research on student's speaking skill in the implementation of debate technique at eleventh grade of MA DUBA putri Banyuwangi entitled "*The Implementation of Debate*

*Technique in Teaching Speaking Skill at Eleventh Grade of MA DUBA putri Banyuanyar the first semester 2022”.*

## **B. Research Focus**

According to John Creswell, The focus of research or we can call it a research topic is the main material discussed by research.<sup>6</sup> It is about what will be researched by the researcher. Another term in this case is the research problem. Research problems are the educational issues, controversies or concerns that guide the need for conducting a study.<sup>7</sup> So that research problems are something that will be studied in the research. In this case, the researcher conceives the research problem to address the research objective as follows:

1. How is the implementation of debate technique in teaching speaking skill outside the classroom at eleventh grade of MA DUBA Putri Banyuanyar 2022?
2. What are the benefits of debate technique in teaching speaking skill outside the classroom at eleventh grade of MA DUBA Putri Banyuanyar 2022?

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<sup>6</sup> John W. Creswell, *Educational Research, Planning, Conducting, And Evaluating Quantitative And Qualitative Research*, (Fourth Edition Boston: Pearson, 2012), Page, 60.

<sup>7</sup>Cresswell., Page, 59.

### **C. Research Objective**

According to John Creswell, research objectives are statements of intent used in qualitative research that define the goals that the researcher plans to achieve in a study.<sup>8</sup> Furthermore, we can make the research objective by identifying the research problem then make the research problem. Based on the research problem above, the researcher states the research objective as follows:

1. To describe how the implementation of debate technique in teaching speaking skill outside the classroom at eleventh grade of MA DUBA Putri Banyuanyar 2022.
2. To know the benefits of debate technique in teaching speaking skill outside the classroom at eleventh grade of MA DUBA Putri Banyuanyar 2022.

### **D. Significance of Study**

The significance of the research presents the scientific significant of the research or even in social significant. Scientific significant focus on the development of science while for social significant is used to improve the issue in the next period.<sup>9</sup> The significance of the study is formulated as follows:

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<sup>8</sup> John W. Creswell, *Educational Research, Planning, Conducting, And Evaluating Quantitative And Qualitative Research*, (Fourth Edition Boston: Pearson, 2012), page, 111.

<sup>9</sup> *Pedoman Penulisan Karya Ilmiah*, (Pamekasan: Stain Pamekasan, 2015), Page, 18.



## **1. Theoretical**

Researcher hopes that this research can develop knowledge and know about the implementation of debate technique in teaching speaking skill outside the classroom.

## **2. Practical**

### a. For English teachers

The results of this study can be a reference and help teachers to further develop student speaking skill and also be able to improve student ability after being taught using debate technique.

### b. For students

Researcher hope that the results of this study can help students to:

- 1) Make students easily to engage in speaking activity.
- 2) To foster students self-confidence in speaking English.
- 3) Make students easily speak english with using appropriate grammar.

### c. For researchers

The results of this study can be used by researchers to develop knowledge about debate technique in teaching speaking skill outside the classroom or other subjects.

d. For Readers

This study is intended as a reference for readers who intend to examine the implementation debate technique in teaching speaking skill outside the classroom or other subjects.

### **E. Definition of Key Term**

Some word which is used by the researcher as the key of this research to find the meaning and needed to explain clearly called as key terms. Key terms of this research contain the concerned term in this research. Those key terms are to help the reader understand the main point of this research.<sup>10</sup>

To avoid misunderstanding for the readers in classifying about the key term, the researcher would like to explain the term used in this research. They are as follows:

1. Increase

In the Oxford Advanced Learners' Dictionary<sup>11</sup>, to improve is to make or become better; make good use of something. Or it can be said that improvement is doing in any way to make something better, or to improve.

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<sup>10</sup> *Pedoman Penulisan Karya Ilmiah*. (Pamekasan: Stain Pamekasan, 2015), Page, 18.

<sup>11</sup> Hornby, Oxford Advanced Learners' Dictionary of Current English, [NY: Oxford University Press, 6th Ed, 2000], p, 7.

## 2. Speaking Skills

To speak is to use language in an ordinary voice; say the words; know and be able to use language; express oneself in words; make a speech. Speaking skill is the ability to use language to express ideas.

## 3. Debate Technique

Techniques are specific activities that are manifested in the classroom that are consistent with a method and therefore compatible with an approach as well. Debate can provide opportunities for students to engage in using extended pieces of language for a purpose: to convincingly defend one side of an issue. Debate is a type of role play in which students are asked to take sides on an issue and defend their position. It can be defined that the debating technique is an activity of teaching speaking in which students are divided into different sides of an issue and must defend their opinion. Students have many opportunities to practice speaking through this technique.

## **F. Previous Study**

Knowing previous studies from research is important for both researchers and readers. This will guide researchers to find different ways and develop research from previous research. Some of the previous studies from this research are; TrappRobert, reported in a book entitled, "Discovering the World Though Debate". The purpose of this research to know the improvement of debate

technique to increase speaking skill. The researcher used qualitative method by Iman Jaya Nur theory about debate method. The data collection was documentation technique and observation. This research is an educational debate that puts the ideas of Iman into practice. Students who participate in educational debate learn to think critically and creatively about problems and issues in politics and in everyday life. They learn the skills necessary for active participation in deliberative democracy. Iman Jaya Nur on Trap Robert's book, he argued that the debate method is a way of presenting ideas and ideas between two opposing parties where each tries to defend their opinion. He believed that theses are developed so that they may be discussed; that critical thinking is a collaborative process of dialogue and public discussion, and that knowledge progresses by conjecture and refutation-by the rigour public testing of ideas and opinions.<sup>12</sup> Different from Robert's research, Jitendra was conducted a research entitled " Developing Speaking Skill (Teaching Strategies)". This research was aimed to analyze student's speaking skill using debate technique. The research method used was descriptive qualitative. The data collection technique used was note taking and documentation, while the data analysis technique was identifying, classifying, interpreting, and concluding the data. The results of this study indicate that by using psychological base with the subject teachers of English language, it is pointed out that, it is necessary to handle the students in a different way with new

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<sup>12</sup>Robert Trapp, *Discovering the World Through Debate*,(USA: The International Debate Education Assosiation, 2005), P. 32.

strategies, techniques, and approaches to develop the speaking skills of the students.<sup>13</sup>

Meanwhile, Farisha conducted in her research entitled "The Implementation of Debate Technique to Improve Student's Ability in Speaking " from this study explains that speaking is very important of second language learning. The ability to communicate in a second language clearly and efficiently contributes to a learner's success in school and later success in every phase of life. Dobson in Farisha's book suggests that there are several techniques to improve speaking skills, one of which is the debating technique. Debate improves speaking skills, both scientific, historical, religious and political.<sup>14</sup> While Michael in his research entitled "The Implementation of Debate Technique to Enhance the Student's Speaking Skill". This research was included into descriptive qualitative, the data collection technique used was documentation and the data analysis method. Finally, the student's responded positively to the use of debate technique in the process teaching and learning speaking. The outcome of this research showed that using debate technique were able to improve the teacher's performance in teaching speaking, and the student's involvement in learning speaking. It also improved the

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13 Balbhim, Jitendra, *Developing Skill (Teaching Strategies)*, (United Stated: Lulu Publication, 2021), p. 7.

14FarishaAndi Baso, "The Implementation of Debate Technique to Improve Student's Ability in Speaking", *Exposure Journal*, Vol. 5, No 2 (November , 2016): P. 112.

student's speaking skill.<sup>15</sup> In spite of that, Fernandes conducted a study entitled "Improving the Student's Speaking Skill Through Debate Technique". This study was aimed to know the important of speaking skill. This research was included into descriptive qualitative. The data collection method used was documentation, while the data collection technique used was content analysis. In order that students have a good English speaker, they must to mastered a several factors such as elements of speech like vocabulary, pronunciation, and grammar. The result of this study is helpful information especially for the English teacher who is teaching at the class and all English teacher generally.<sup>16</sup>

The previous studies above have similarity and difference with this research. However, this research was conducted with specific differences from previous studies. Researcher focused on how teacher implement the debate technique to improve student's speaking skill. Where as previous studies used other types of research. Another difference from this study focuses on improving student's speaking skill which can be said to be important to learn as a component for students in English using Debate "Technique". On the other hand, the differences come from the objects and learning media in this study. What this research has in common is that it improves student's speaking skill.

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15 Michael Tianame, Bustami Usman, Asnawi Muslem, The Implementation of Debate Technique to Enhance the Student's Speaking Skill, *Unsyiah* Vol. 10, No. (2) (English Education Journal, 2019): p, 180-195.

16 Fernande Arung, J Jumardin, " Improving the Student's Speaking Skill Through Debate Technique ", *Journal of English Education* Volume 1, Nomor(1) (2016): p. 70-76.

