CHAPTER I

INTRODUCTION

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

A. Research Context

Language is most precious gift to human. Historically, language was taught by God to Adam as the first prophet, it is suitable with the verse of Al-Quran which means that Allah taught Adam all the names of goods.[1]Human didnt know how Allah taught him the name of the goods. As a precious gift from our god, people have responsibility to keep and develop then use it as good as possible. In the millenial era, the young are claimed to master several languages particularly English in order to compete in the international world. English is a language that should be mastered, situation and era claim us to master it. It is suitable with Jack Richards stated that the mastery of speaking skills in English is a priority for many second-language or foreign language learners.[2]

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[1]Al-Qur'an, al-Baqarah (2): 31.
[2]Jack C. Richards, *Teaching Listening and Speaking From Theory To Practice* (Cambridge: Cambridge University Press, 2008), p. 19.

According to Penny Ur that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important.[3] Speaking skill is the most skill that should be mastered because by mastering it, people can communicate with other people from several countries. In communication between different countries, English is the first and dominant 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 with an instruction and hope *above all speak English* and makes students still the same with their level of vocabulary and speaking substance. Teachers never give a challange to students and ignore critical thingking and it happens in various level of institutions and we agree that speaking gives the learners a real challenge which should be truly conquer with true and hard effort. If the teachers behold this case as something perfect which doesn't need to construct evaluate and it is applied in teaching learning speaking, it can be ensured that students will use the words is much the same with what they had used before and they feel difficult when they are confronted with new method which is more harder and challenging because what they are prepared today is what they will face tomorrow. So, train and accustom the student with something challenging which is able to motivate them to work and think harder.

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

One of the way that should be used by teacher is to implement Australian parliamentary debate, by Australian parliamentary debate, students are not only claimed to speak but also they are claimed to speak while exploring our knowledge such as talking about education, economy, politic and other public issue. It can help students to think critically, care about social and find new words. Australian parliamentary debate will 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 and quality of that 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.[4]

If students have not accustomed by the issue above, they feel clumsy when they talk about some topic which need scientific knowledge and consciousness because they must face unfamiliar topic and find the new words. So, students' today are not only accustomed to speak but also they should be accustomed to speak while exploring their knowledge, it can be achieved with critical debate.

The implementation of Australian parliamentary debate at English Area of Latee (EAL) is conducted once a week and it is joined by every class for

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

instance speaking class, listening class, speaking class, and translation class. Students are appointed by teacher a week while determining the motion before conducting debate, students whom are appointed claimed to study hard, looking for reference and asking for teachers' guidance in order to preparing debate well. By implementing Australian parliamentary debate, students learn how to construct the word, delivering opinion and critical thinking and of course student learn how to argue against other opinion. Teacher evaluates both how the students argumentation for instance substance of arguments and language itself for instance pronunciation and sentence construction. Faiz said that by implementing Australian 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 strange words that claim students to open dictionary. By implementing Australian parliamentary debate students can add both their knowledge and ability in speaking such as pronunciation, intonation, and stress, and also vocabulary.[5]

The researcher finds out some previous studies which are related to the present study. The first previous research shows that debat 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.[6] The previous research has similarity with this research that discuss about

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[5]Direct Interview with Faiz as Student at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee (Monday, 20 Januari 2020).

[6]Tri 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).

Australian parliamentary debate in teaching learning speaking. And the difference is the previous research focus on teacher and students' problem on teaching speaking through Australian parliamentary debate but this research also focus on how teacher's and students' responses when Australian parliamentary debate implemented in teaching speaking.

The second previous study shows that implementation of classroom debate can increase students' speaking score.[7] 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. And this research also discusses implementation of Australian parliamentary debate, but this research focuses on how students' and teachers' responses on implementing Australian parliamentary debate that can encourage students to explore their knowledge and put their attention on the recently public situation. So, this research focuses on Australian parliamentary debate which also emphasizing students to explore their knowledge and challenging.

From the explanation of phenomenon above, the researcher conducts study entitle "The Implementation of Australian Parliamentary Debate on Teaching Speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee".

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

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 is the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee?

2. What are the teachers' and students' responses on the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee?

C. Research Objectives

Research objective is the major intent or objective of the study used to address the problem.[9] According to the researcher, research objective is a way to get an answer of the problem and clarify an opinion with fact through the scientific method,based on the research problem above, the research objective that will be conducted as follow.

1. To describe the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

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[8] John W. Creswell, *Educational Research Fourth Edition* (Boston: Education, 2012), p. 66.
[9] Ibid, p. 60.

2. To find out the teachers' and students' responses on implementing of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesanren Annuqayah Daerah Latee.

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.[10] This research is descriptive design that the researcher hopes to present the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) PP Annuqayah Daerah Latee.

1. Theoretical Significance

Some information, study, and analysis will be provided in this research. The researcher will inform about implementation of Australian parliamentary debate in teaching speaking. Furthermore, this research adds the new reference for the reader dealing with debate and how the students' responses of implementation of Australian parliamentary debate.

2. Practical Significance

a. The Students

The students can select an appropriate method exactly Australian parliamentary debate in learning speaking, and also knowing that critical debate is a good choice for students who want study speaking in higher level. Consequently, students can realize that fluency is not an absolut criterian in measuring speaking competence.

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[10] '*Pedoman Penulisan Karya Ilmiyah* (STAIN Pamekasan, 2015), p. 18.

b. The Teachers

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

c. The Readers

This research can stimulate the reader to learn English. Especially for the reader who has an interest in researching debate in teaching 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 descript it. The competence in English will be gotten by the researcher, especially in speaking skill.

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 Australian parliamentary debate in teaching speaking. Limitation is fact or condition that

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

limits something.[12] And it is limited only to the English teachers and students at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

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.

1. Implementation

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

2. Debate

   Debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue

3. Speaking

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

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[12] Ibid. P. 256.
[13] John W. Creswell, *Educational Research Fourth Edition*. p 82.