

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four micro skills to teach when teaching English: listening, speaking, reading, and writing. Speaking is one of the four abilities that everyone should be able to master since it allows transmitting meaning, expressing feelings, and voicing an opinion. Speaking, according to Thornburry (2005), is the production of speech as part of daily tasks including interaction. It means that if one can communicate effectively, he or she will be able to connect with society, travel to other locations without encountering many barriers, and work in any industry because speaking is the key to passing an interview.

According to O'Malley Pierce and Kayi (2006), teaching speaking is an important aspect of second language learning because it clearly and effectively contributes to the learner's performance in school and in life. As a result, it is critical that language teachers place a high priority on speaking instruction. Because speaking is so vital, the government has made it a priority to teach it in schools.

Based on the rules of menteri pendidikan nasional (Tahun 2006. No.23), the goals of teaching speaking for senior high school are to enable students to express meaning orally in interpersonal and transactional, formal and informal forms of recount, narrative, procedure, descriptive, news items, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life. The students should be able to speak and tell a story in English, as well as make speech sounds, choose acceptable words and sentences for social situations, organize their thoughts in a coherent and logical sequence, and utilize the language

swiftly and confidently. However, many students are unable to demonstrate their speaking abilities.

Although speaking stated as one of the most important skills in learning English, there are still some problems that students usually face while learning it. Ur (2004) stated that the first and most common problem for students to learn speaking is inhibition. Many students these days are shy if they have to speak in front of many people. Some of them are really good at writing, but then when they have to present their work, they feel nervous and shy and because of that they often make many mistakes on their performances. The second one is lack of topical knowledge. Some students have problems to find a topic that is related to them, especially their ability. They are confused, so they often choose a topic that is out of their capability. The third one is low or uneven participation. This thing usually happens in the class when the active students speak more, even too much, while the passive students do not have a chance to speak at all. The worst case is that they do not even want to. Thus, the last problem is mother tongue use. In speaking classes, some students feel more comfortable to speak using their first language than second language. This problem makes their speaking skills stuck and do not grow.

This issue also affects English Department students at Widya Mandala Surabaya Catholic University in their second semester. According to the researcher's informal interview with the teacher at English Department, most students found it difficult to engage in speaking activity, and they also afraid of making a mistake in speaking. Few students spoke English, and they also tended to use inappropriate grammar.

Students' speaking problems can be solved by providing opportunities for them to practice English both in and out of the classroom. Speaking English in the classroom should be

interesting and done with suitable technique so that students' speaking skills grow and the learning process is enjoyable. Debate is one approach for teaching public speaking.

Debate is presented as a useful learning tool for developing critical thinking and communication skills. Because of the level of responsibility for learning and active participation by all students, debate is a successful instructional strategy. It can improve their listening and speaking skills, as well as their motivation to talk. To get to know how debate technique stimulates the students to improve their speaking skills, a study entitled “The Strength of Debate Technique in Debate and Public Speaking A Class to Improve Students’ Speaking Skills” is worth doing.

1.2 Research Question

Based on the background of the study, a research question is formulated as follows:

1. Based on students’ opinion, how can the strength of debate techniques help them improve their speaking skills?

1.3 Objectives of the Study

In connection with the above research questions, this study aims at describing the strength of debate technique and how it can help the students in improving their speaking skills.

1.4 Significance of the Study

Practically, the results of this study were expected to give a clear picture about English Department students’ improvement using debate technique in a Debate and Public Speaking Class A. This was then expected to increase students’ confidence in speaking and encourage the teachers to use debate technique in their teaching and learning process to make the class be more active.

1.5 Theoretical Framework

There are two underpinning theories to conduct this study. The first supporting theory is the teaching of speaking, which describes the purpose, the materials, the strategy/approach/methods, and the evaluation of the teaching of speaking. The second underlying theory is the theory of debate by Kidd (2002: 6), who states that there are six aspects of basics debating skills, namely style, speed, tone, volume, clarity, and use of notes and eye contact.

This study was based on Fedrizzi & Ellis (2020) who stated that there are 10 aspects of basics debating skills, namely articulation, pronunciation, vocalized pauses, grammar, volume, rate, gestures, vocabulary and correct word usage, eye contact, and poise.

1.6 Assumption

The present study is based upon the following assumptions. First, it is assumed that the students joining Debate and Public Speaking A class understand and are able to apply the debate techniques in their debate. Second, it is assumed that the students' experience in debate can be elicited indirectly through questionnaire or interview and directly through their performance in debate.

1.7 Scope and Limitations

In line with its title and background of the study, this study focuses on finding out the strength of debate techniques in improving students' speaking skills and how debate techniques help students improve their speaking skills. The students under study will be those who have joined and passed Debate and Public Speaking Class A in the academic year of 2021/2022. They belong to batch 2021 of the English Education Study Program, Faculty of Teacher Training and

Education, Widya Mandala Surabaya Catholic University. These data collection methods used in this study are questionnaire and interview. The researcher does not use class observation method because the class has already closed. In the data collection, there will be an analysis about how the debate techniques affect and improve students' speaking ability and the result of the students after using this technique as well.

1.8 Definition of Key Terms

To avoid misunderstanding that might happen to the readers, the writer finds it necessary to define the key terms used in this study. The key terms are defined as follows:

1. Speaking: speaking seems intuitively the most important. It is important because we use it to communicate with people. Also, we transfer the information from one another using speaking skill. (Ur, 1996, p: 120)
2. TEFL (Teaching English as Foreign Language): TEFL method (Teaching English as Foreign Language), there are four basic language skills that have to be mastered. There are listening, speaking, reading, and writing. (Husain, 2015)
3. Debate: debating is about persuasion. Debating is not about rules. The rules provide a framework within which adjudicators make objective assessments and limit their subjectivity. (D'cruz, 2003, p: 3)
4. Debate and Public Speaking Class A: a three-credit course offered to provide the students with skill to perform debate using the proper technique in order to achieve the purpose of debate.