

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents six topics related to the study. These topics cover background, research question, research objective, research significance, scope and limitation of the research, definitions of key terms and organization of the study.

### **A. Background**

Language is a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession. Language is a system for the expression of meaning. Its primary function is for interaction and communication (McDonough and Shaw, 2003:135). Any differences aspects in the world force people to learn language in order to know and understand each other, that's why English has come to integrate the world people.

We have already seen how the proportion on native and non-native speakers has altered in the last few decades, but the way this has happened, and its implications, need to be explored further, it is why English as a global language. Because English is one of key way of people in the world to interact. Indonesia has studied English for long time ago in order to reach the world closer. Learning English has been invested for Indonesian since they are still young, even learning English has been done in the classroom teaching and learning. It prove that Indonesia students are required to be able to master the

English language so that they can reach out to the wider world, although English is only as a foreign language.

English in Indonesia has been the part of education. According to Cahyo (2013: 17), education has a forceful relationship with teaching and learning. Education affects students in order to be able adjusting their self in the environment. So students are being taught English to cover their skill in adjusting world environment. Furthermore, teachers have big responsibilities to control them in the class. The activities must be acceptable for students and deliberately develop students' skill.

English teaching activities in the classroom does not escape from some of the obstacles that were able impede of ongoing learning process. These constraints may affect some aspects that must be mastered by the student in learning the English language, these aspects include the skills of speaking, listening, reading, and writing. Teacher must have some special teaching techniques to overcome all existing problems.

From some language skills mentioned above, speaking skill is considered as the important aspect of a person in mastering language. Because people are more often interact verbally, and speaking is the main key to interact, speaking get a chance to show a lot of other people that he has mastered the language. The first assessment of people toward person who learn language is her/his speaking ability. How did she/he talk, what are they discussed, and how are the style of speech. Training the students to sharpen their speech matter is a very important thing. According to Brown, foreign

language learning started to be viewed not just as a potentially predictable developmental process but also as the creation of meaning through interactive negotiation among learners. Therefore, students are not only taught from an early age how to speak English, but also what they talk about should be worth.

Although speaking have many opportunities to be practiced, in fact there are many students of high school senior who has been learning English about 8 years, since elementary school, but could not speak English properly. One of these cases was found at the 2<sup>nd</sup> grade of MAN Kota Blitar based on the result of preliminary study of this research. By interviewing the English teacher, giving questionnaire to the students and conducting speaking test, many students were still having trouble to construct what they want to say even just a very simple conversation. Vocabularies are also the problem of students in getting speaking. Not only producing the conversation, the materials and methods used in the practice of speaking is still bad.

In details problems of leaning speaking; there were found that the problems were about vocabularies, grammar, pronunciation, teacher's strategy, students' anxiety, etc. They cannot also build a just simple conversation. As we know that senior high school students should be able to speak English in daily activities, even in the debate forum. There are some other schools which join the debate competition and have a good speaking. The existence of such phenomena demands to know what the problems being experienced by teachers and students in the learning process.

Furthermore, teacher said that the low participation of students in improving English speaking and the technique from the teacher who are still monotonous cause this problem. Many students are less responsive and lack to train themselves to speak English in the learning process. Usually teachers had warned students to always play an active role in the teaching and learning of English, but because of the strategies used are very monotonous cause students being lazy to carry out the teacher's instructions. The process of teaching-learning is impressed passive process.

Actually, there are many ways to improve the students' speaking ability. But the strategy which also increases the mindset or material in talking is rarely observed. In speaking, we must consider several aspects such as *Pronunciation, Comprehension, Grammar, Vocabulary, and Fluency* Those aspects should be taught as beginning as possible as the practice speaking of students. Thus it takes strategy of teaching English which covers all aspects without forgetting the students' interest in speaking. Debate become one alternative for teachers to be used as a learning strategy speaking.

Debate was an activity which is considered covers a wide range of expertise, speaking, analyzing, exhibiting, cooperation skills as well as grammar. In addition, students will be forced to think critically about issues that exist around the world. It was certainly going to increase students' knowledge and skills of students. Students should be trained analyzing the cases widely. It means that the debate is done not only useful at the local course, but also desirable in which the students are also able to conduct debate

in a wider space and able to be understood by international people. Absolutely, students had the stage to conduct debate formally and luxury for international scale.

Generally, debate can be classified into two broad categories; applied and educational. Applied debate may be classified as special debate, judicial debate, parliamentary debate, or non-formal debate. Furthermore educational debate or academic debate can be classified into Academic Parliamentary Debate National Debate Tournament, Cross Examination Debate (CEDA), Mock Trial Debate, Moot Court Debate, Forensics, and Ethical.

Nowadays, English Parliamentary Debate is much practiced in institutions as a form of progress toward international education especially for students who want to learn English in depth. Debate has been the predominant form of competitive academic debating in most English-speaking nations. It is now the most widely practiced type of intercollegiate debate in the United States and many American secondary and middle school. A parliamentary debate is different from other forms of competitive debate in several additional ways. Parliamentary debate is more oratorical, witty, and accessible to general audiences (Branham and Meany, 1998:1). In addition, there are many styles of parliamentary debate, those are British style, American style, Asian style, and Australian style which have each own structure of debate.

Mostly, the world Universities Debating Championship and World Master tended to conduct the British style which contained elements of traditional parliamentary debate (including participant titles and certain formal

observances) in a dynamic, interactive and sometimes robust setting (D’Cruz, 2003 : 38), although sometimes used Australian Parliamentary Debate. But in Indonesia, the most practiced debate is Australian style, such as English Championship of IAIN Tulungagung, Jendral Soederman Debating Championship (JSDC), Phyxius English Debating Competition (PEDC) in SMAK 1 BPK Penabur Bandung, Nationwide English Olympics (NEO) held by Bina Nusantara English Club (BNEC), etc. It does not mean that Indonesian never used the other. British style consists of 8 debaters of 4 teams (prime minister, opposition leader, deputy prime minister, deputy opposition leader, government member, opposition member, government whip, opposition whip), meanwhile Australian just consist 6 debaters of 2 teams. Indonesia tends to use Australian style; despite sometimes it also uses British. Australian style is assumed simpler.

This study focuses on Australian Parliamentary Debate. Australian Parliamentary style debate consists of two teams who debate over an issue; it is more commonly called as a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with *"That"*, for example, *"That cats are better than dogs,"* or *"This House"*, for example, *"This House would establish a world government"*. *"This house believe that beautiful is pain"*, etc. The two teams in this type are called affirmative and negative team.

By this strategy, Australian Parliamentary debate, students of 2<sup>nd</sup> grade of science 2 at MAN Kota Blitar are expected to be able mastering

speaking in term of manner, matter, and method. Beside it, if students are continued to improve their debate skill, they have a lot chance to join the competition even international level. In employing this strategy, it was trouble in the number of students which adjusting the role of debate, but it can be overcome by offering the position as adjudicators. Finally, the researcher tried to describe one action instruction of the debate that is expected to improve the quality of students' speaking ability by providing debate strategy.

Therefore, by basing the case above, the researcher will work within a study entitled "Improving Students' Speaking Ability through the Australian Parliamentary Debate at Second Grade Science 2 of MAN Kota Blitar".

## **B. Formulation of the Research Problem**

Based on the background of the study above, the problems can be formulated as follows:

1. How is the implementation of Australian Parliamentary Debate strategy speaking to improve the students' speaking ability of the second grade of science 2 at MAN Kota Blitar?
2. How can Australian Parliamentary Debate in terms of manner, method and matter improve the speaking ability of the students of the second grade of science 2 at MAN Kota Blitar?

### **C. Purpose of the Study**

The purposes of this study are formulated as follows:

1. To describe the implementation of Australian Parliamentary Debate strategy speaking to improve the students' speaking ability of the second grade of science 2 at MAN Kota Blitar.
2. To identify how can Australian Parliamentary Debate in terms of manner, method and matter improve the speaking ability for the students of the second grade of science 2 at MAN Kota Blitar

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

The finding of this research, practically, is expected to give contribution both for English teacher and for the students. By reading this research, the finding could enrich knowledge for English teacher to consider the alternative way in improving the students' speaking ability through debate.

The students are expected to implement this way effectively and giving the positive alteration toward debate skill including manner, method, and matter which will contributive for their speaking ability.

The debate here, absolutely not just improve the students' speaking ability but it would improve the students' skill in analyzing the case. The students can large their prior knowledge which improves them in analyzing the materials of another subjects. Obviously, it would be useful for students for many cases.

### **E. Scope and Limitation of the Research**

Generally, Parliamentary Debate skill includes some points; manner, method, matter. Therefore, they are expected to be able improve the students' speaking ability in terms of those points. In the main course, the researcher limited to describing of how far the implementation of Australian Parliamentary Debate contributive in improving students' speaking ability and how about the responses from the debaters about their process. It will be connectively point out what the research would be going on to the objectives of this study.

The students are purposed for student of 2<sup>nd</sup> grade at MAN Kota Blitar. The students here are trained Australian Parliamentary Debate as the beginners. To adapt the teaching-learning situation, the role of Australian Parliamentary Debate here was not applied like the original rule. The times were considered conditionally depending on the available time of teaching-learning, it must not be 5 or 7 minutes taken. Beside it, the time keeper and chairperson were done by the researcher only, because the students must become either debater or adjudicator which has a chance to ask and give opinion.

Those modifications are considered effectively for conducting the research. Besides it, they are going to be the middle old in which indicate that debate is something possible for them in analyzing, delivering point of view, delivering arguments, conveying rebuttals, performing the gesture of speech, etc.

## **F. Definitions of Key Terms**

To avoid misunderstanding of the study, some terms used in this study need to be defined as follows:

### **1. Speaking**

Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. The speaker should learn more how to package the conversation well involving the manner, matter or method.

### **2. 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 : 3)

### **3. Australian Parliamentary Debate**

Australian Parliamentary Debate is the rule of debate from Australia. Australian Parliamentary Debate consists of two teams who debate over an issue, more commonly called a topic or proposition. There are government/affirmative teams and opposition/negative team which is in a group consists of 3 speakers. Here, point of interruption is permitted.

### **4. Manner**

Manner is the presentation style of the speech. Manner includes the aspects of a speaker's presentation which contribute to or detract from their effectiveness as an oral communicator (D'cruz, 2003 : 19). The elements of style could be eye contact, voice modulation, hand gestures,

language, the use of notes and any other element which may affect the effectiveness of the presentation of the member.

## **5. Method**

Method is all related to the structure and/or organization of the debate. How the debaters deliver speech and persuade the adjudicators. It seems what they should deliver first and so on. According to Ray D'Cruz (2003 : 13), the elements of method are responsiveness and structure.

## **6. Matter**

Matter is the content of speech. Matter includes arguments and reasoning, examples, case studies, facts and any other material that attempts to further the case. Matter includes positive (or substantive) material and rebuttal (arguments specifically aimed to refute the arguments of the opposing team).

## **G. Organization of the Study**

### Chapter I. Introduction

It consist of background of the study, formulation of the research problem, research objectives, scope and limitation of the study, significance of the study, definition of key term and organization of the study.

### Chapter II. Review of Related Literature

It consist of speaking, debate and the importance of debate activity in speaking ability

### Chapter III. Research Method

It consist of research design, setting and subject of the research  
and research procedure

Chapter IV. Findings and Discussion

It consist of research findings and discussion

Chapter V. Conclusion and Suggestion

It consist of conclusion and suggestion