

## **Chapter One**

### **Introduction**

In this chapter, the researcher presents several essential points. There is the research background, statement of the research, delimitation of the problem, research questions, research objectives, and significance of the study.

#### **Research Background**

The essential of learning English nowadays is increasing as one of the sources in achieving some goals. The existence of the English language as a lingua franca and the most competent language, which means a global language that is widely used to communicate in a large area, affects some aspects, such as communication, marketing, business, social media, military, education, social life, industry, company, and entertainment. According to Crystal (2012), English has become the most powerful and dominant language globally over the past decades. It indicates students must learn to gain fluency in the English language to achieve each goal, which means they must ace four English language skills: writing, reading, speaking, and listening.

Each skill is essential and has a function. One of the skills often used in basic life is speaking as oral communication. Speaking in human life is necessary as one of the tools for communicating among people. Also, speaking allows the students to express their ideas and thoughts freely without hesitation as it is spontaneous. According to Baker (2009), speaking as one of the four language learning skills is very important to learn by students.

Through speaking, students' ability to express their ideas and thoughts. Furthermore, being able to talk is one of the indicators of mastering the language. The student needs frequent practice to understand each skill, especially speaking, not merely composing a sound.

Unfortunately, many students still perceive speaking in English as unimportant and complex. They face many issues, confused about how to find strategies to enhance their speaking fluency. Two factors cause these issues, internal and external factors from internal factors. According to Imani (2015), an investigation that the difficulties in expressing verbal utterances happened due to a lack of vocabulary mastery, lack of participation, and shyness in classroom learning. According to Öztürk and Çeçen (2007), foreign language learning anxiety to the learners' lack of self-confidence, which relates to what they deem to be an insufficient level of English proficiency.

From external factors, most schools and the environment do not provide the facilities, opportunities, and support for the students to explore their speaking. According to Akbari (2015), learning English is quite challenging for most English Foreign Language students, and one of the causes is the lack of English roles in society. Even in the classroom, time limitations as there are many subjects that the students must learn, and the use of the mother tongue frequently from the facilitator and the students impede the students' English learning process as there is no exchange of new vocabulary and insight.

There are many activities and techniques to develop speaking performance. One of the activities that promote speaking performance is the

debate activity. Implementing debate activity in academic learning to promote speaking performance is an alternative and exciting technique to facilitate students' needs. Debate is not merely a standard teaching tool; students can develop oral and interpersonal communication as the debate technique supports their speaking skill elements. According to Harmer (2002), the ability to speak English requires elements that must be mastered to produce sentences orally, including a) Connected Speech, b) Lexis and Grammar, c) Negotiation Language, and d) Expressive Devices. Based on the Islamic Boarding School Al-Junaidiyah Biru Bone study, the debate method significantly improves students' speaking skills after the treatment. Most students enjoy practicing speaking competence through Debate as it is an exciting technique.

Speaking skill as a language production requires teaching and learning method that supports the speaking elements. Hence, a correct method results in effective teaching and learning progress. According to Sari (2021) at MTS Darul Falah Ternate, North Maluku, debate increases students' speaking competence as they feel more confident expressing and conveying their arguments since they were given the freedom to share their ideas. It shows that debate is beneficial for speaking as it gives the learners the to explore their skills from internal and external factors. According to Rubiati (2010), a debate is exciting to improve speaking skills. The students have many opportunities to practice speaking and actively participate in the debate competition. According to Alasmari and Ahmed (2013), debate in a foreign language can be used as a reflection of the communicative approach to develop a wide range of communicative functions relevant to reaching an agreement in a team, connecting phrases and sentences

through logical connectors, supporting a point of view with evidence, expressing agreement, or disagreeing, or showing interest and appreciation of a speech.

However, implementing the debate technique in developing speaking performance is still considered. Due to this, it is for the students who had struggles with speaking skills in the first place. Based on the studies described, a debate is a highly complex type of direct communicative interaction in which a high level of discourse skills is applied. Debating entails a difficult process discussion in which the ordinary and usual level conversation is passed beyond, requires the debater to listen to the speaker critically and actively, and calls for sophisticated linguistic competency and critical thinking. According to Somjai (2015), the debate needs a long time and preparation.

Debate makes the students emotional in defending their argument. It refers to the pressure of ambiance and the vast debate procedures that force the students how to build an idea, arrange an opinion to defeat another team, find the strategies to solve the problem, and deepen the debate motion by finding many sources within a time limitation instead to develop their speaking skill and explore new words. It indicates that some challenges affect the students' speaking learning process. Due to difficulties keeping up with the debate activities —the verbal confrontation that forms the basis of debate— students did not feel as though they can fully improve their English speaking abilities through the debate method.

However, based on the phenomenon in university English club, Student English activity (SEA). There are some problems considering the English-speaking skill and debate method that the students faced. The students have

difficulty speaking English due to several internal factors. Such as the students feel embarrassed to speak English in front of the people, the students are afraid of being judged as the lack of vocabulary, and the students are confused in stringing English words. For external factors, the students do not have a place or environment that can support their English-speaking skills as the limited of time in learning to speaking English language and the use of English-speaking learning methods that are less attractive. Hence, some students are looking for alternative learning, namely English Debate Club, to support their English-speaking skills. However, many students find it challenging to participate in English debate activities with several procedures and rules, not to mention ambiguous or severe debate motions and complex vocabulary, which pressure students' teaching and learning progress. It affects not only the students who do not have basic knowledge of speaking English as the student's major is different from the English language. However, the students who already know basic English-speaking skills and debate activities. Therefore, the researcher is interested in researching the student's perception of using debate activities for English-speaking performance.

## **Identification of the Problem**

They are related to the phenomenon of debate as one of the techniques to develop speaking performance in one university. English career is a division that provides an opportunity for students who want to expand their speaking performance through debate techniques. Debate is an activity for the students to express their arguments, perspectives, insights, and gestures freely as interpersonal communication, hone their critical thinking, enhance their confidence, and acquire cognitive skills.

According to an interview conducted by the researcher with the students who joined debate clubs from many majors, a phenomenon in a university in Yogyakarta was found. Debate is quite challenging for some students who have difficulty learning English speaking skills and their techniques. The students were confused about how to expand their arguments with different motions, as inadequate vocabulary and arranged words. Also, the students cannot maximize participating in the debate activities using the whole English language as they only focus on how to convey the arguments and learn the debate procedures. Hence, the students limit their speaking using English Language and prefer to use the Indonesian language or code-switching as they do not feel confident. Debate activity is beneficial for their speaking performance, yet it is pretty challenging for some students who face difficulties in learning English speaking skills and debate techniques. It indicates that debate activity has not maximally gained students' speaking performance.

The researcher was interested in investigating the implementation of debate activity in developing students' speaking performance since there was a phenomenon in students acquiring difficulties in learning English speaking skills and using the debate activity as the speaking method. Instead, it had not the maximum in gaining students' speaking skills. The phenomenon was significant to be researched to find the factors that hamper the student's speaking skills through debate and the solution to cope with the problems.

### **Delimitation of the Problem**

In this study, the researcher focused on students' perception on the use of debate techniques for speaking performance as perceived by six university students from different majors in the same batch who had experience in debate clubs, debate competitions, and debate classes using the English language maximum of one year. The study analyzed the advantage of using debate techniques in students' learning process, students' issues in learning to speak the English language, and how they reduce their difficulties in learning to speak in English.

### **Research Questions**

There are three research questions in this study formulated by the researcher. The research questions are presented below.

1. What are the benefit of debate activity on the students' speaking performance?
2. What are the students' problems in learning to speak English?

3. How do the students overcome the problems in learning to speak English through debate?

### **Research Objectives**

Based on the research questions, this study aimed:

1. To investigate the benefit of using the debate technique in students learning progress.
2. To investigate the students' problems in learning to speak the English language.
3. To investigate how the students overcome their problems in learning to speak the English language.

### **Significance of the Study**

This study is anticipated to be valuable to English instructors, students, and other researchers.

#### ***For English Instructors***

This study is anticipated to allow commitment to the English instructors that debate technique can develop the students speaking performance and as one of the alternative learning processes. Also, this study focused on the students who participated or did not participate in the debate club; however, they had difficulties learning English speaking skills.

#### ***For Students who Join Debate***

It is expected that the students can solve their speaking problems through debate. By reading this study, internal and external factors affect the students'

problems in learning English speaking skills through debate, and there is a solution to cope.

***For Students who do not Join Debate***

It is expected that students can solve their speaking problems. By reading this study, students may perceive that speaking skill is essential, and debate is one of the methods that can give them exposure to effectively learning English speaking skill.

***For Other Researchers***

This study is anticipated to donate data, show, or reference to be created for advanced ponders. In expansion, the analyst trusts that other analysts assess, change, recreate, or alter this consideration and compose advanced weighs for different levels and goals.