

Chapter One

Introduction

In this chapter, the researcher presents several points to reveal an accurate discussion of the main problem of the research. Thoroughly, this chapter elaborates background of the study, identification and limitation of the problem, research questions, purpose of the study, advantages of the study, and outline of the research.

Background of the Study

There are four skills in learning English, such as listening skill, writing skill, reading skill and speaking skill. From those skills, speaking is the most significant major in learning English. Richard (2008) stated that, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Speaking is important to be learnt because speaking is the way to communicate with other people in order to deliver people's mind and receive information from others. Rickheit and Strohner (2008) explained, "Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver" (p.80). Thus, the students who have good speaking skill should master aspect of speaking skill. In addition Ken (2000) said a good speaker should be able to master pronunciation, grammar, and vocabulary.

Speaking is very important because by mastering speaking skill, people can carry out conversations, gives idea and exchange the information with others. Hence, in speaking classroom the language learners should work as much as possible on their own, talk to one another directly. Chancy (1998) defined

“speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in a variety of context” (p.13). The other opinion is shown by Hornby (1995) that speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the real communication.

Based on the researcher’s experience at English Education Department Universitas Muhammadiyah Yogyakarta (EED UMY), the students encountered a lot of obstacles when they tried to master speaking skill and many students were still passive and could not develop their speaking skill. The students faced an obstacle when they wanted to speak because they had not mastered the speaking sub skill, such as having good pronunciations, mastering sufficient vocabulary and giving good response quickly. If the students cannot master speaking sub skill, certainly the students are still passive and do not have confidence when they speak. Oradee (2012) remarked, “Speaking English is the most difficult for learners and in particular, English Foreign Language (EFL) learners are often nervous when speaking English” (p.533). Based on those explanations, the difficulties of students in speaking skill are about lack of confidence, nervousness, fright to make mistakes and the factor is that students have not yet mastered the speaking sub skill.

There are a lot of strategies for students to be able to master speaking sub skill. Nazara (2011) said that realizing the high importance of speaking skill in EFL programs, it is very important to find and use the best instructional methods,

materials, activities, media, and other requirements that will help the learners to master the speaking skill. Debate habit is one of way that the researcher found to increase speaking skill. Debate is an interactive way issued for speaking activity because it encourages students to speak and give their own opinion. Additionally, debate also emphasizes on interactive activity involving the use of component speaking. Kennedy (2007) defined, “debate refers to the process of considering multiple viewpoints and arriving at judgment, and its application ranges from an individualizing debate to make a decision in his or her own mind” (p.188).

The researcher found that debate habit is a good way to master speaking skill. Especially at EED UMY, debate activity facilitated students to improve speaking skills. Also, debater at EED UMY practices debate activity for continuously, certainly debate gives impact in improving speaking. Based on the researcher’s experience, students who actively participate in debate activity is different with others. They are always confident, enthusiastic to show their opinion, and have a good pronunciation when speaking English. Besides, through debating the students will be able to respond fluently and clearly. When debaters give response to others, they know the appropriate word and how to make listener understand about the topic. Debate also teaches how to build a good communication. Good communication means giving good respond fluently and also can appreciate the listener when giving information. When debater accepts information from other, debaters can accept and appreciate the opinion. Those facts can be shown in the classroom in learning process, that debater has good speaking skill.

Debate gives a lot functions and debate gives good impact in speaking skills. Wolfskill and Baverly (2013) stated that, debate style learning has been performed to improve oral communication as well as public speaking. It also has been performed to increase both self-confidence in stating one's view and the ability to maintain an open-mind towards the views of others. In addition, debate habit is one way that can give a good impact in oral communication.

In addition speaking skill is an important thing that should be mastered a language learner. In fact, there are many students at EED UMY has lack of confidence, being fright and nervousness when they want to speak. The researcher found that debate activity at EED UMY can improve speaking skill because debate is an activity to show their mind and also can build communication. The impact of debate habit toward speaking skill can be shown in learning process. The debater is different, debater always shows opinion and has good speaking skill. Therefore, debate habit is a good way to enhance speaking skill and certainly gives good impact toward speaking skill.

Identification and Limitation of the Problem

This research focuses on the impact of debate toward speaking skill. A lot of students still have lack of confidence, feel nervousness and fright of making mistakes when they speak and the researcher found that the debate students' have a good speaking skill. For evidence, a debater has good performance in speaking skill and also has a high confidence when speaking English. This can be shown in the learning process, mostly students who join debate are mastering the speaking sub skill. If the students can master the speaking sub skill, surely the students will

be confident, can build good communication with others and always be active to show their opinion. Debate habit is a good way to help students improving their speaking skill. Moreover, when the students can be active in debate activities, the students will know how debate gives impact toward their speaking skill.

Some evidences above are enough to make the researcher interested to investigate the impact of debate toward speaking skill. It is because debate is considered as a useful activity for language learner especially to increase speaking skill. Debate is an activity to discuss and to show opinion and make decision. Debate make students always try to speak and interactively building communication with others people. By participating in debate, the students will be presented with opportunities to extend the use of language. Thus, the students gets a lot of advantages of debate in increasing their language skill, especially in speaking skill.

Research Questions

1. How is debate habit at EDD UMY?
2. How is speaking skill at EED UMY?
3. Is there any impact of debate toward speaking skill at EED UMY?

The Purposes of the Study

1. To find out the debate habit at EED UMY
2. To investigate the speaking skill at EED UMY
3. To find out the impact of debate habit toward speaking skill at EED UMY

Advantages of the Study

For the researchers. The researcher will know the impact of debate habit toward speaking skill. Additionally, the finding of the research is expected to help the researcher in the future to find a good way to improve students' speaking skill.

For the students. The students will know what the impact of debate habit toward speaking skill and can improve their ability. This finding is also expected to give motivation to join debate.

For the teachers. The teacher will know the impact of debate habit toward speaking skill and this research will give suggestion to improve students' ability through performing debate. The teacher can use this technique to enhance the speaking skill of students.

For the institution. The result of this research can be implemented in institution, especially in EED UMY. Thus, it will become consideration not only for EED UMY, but also for other institutions to create debate group or debate community to enhance speaking skill.

For other researchers. The researcher expects the information in this research can be a reference for other researchers in the future who wants to conduct the related study.

Outline Research

This research contains five chapters. Chapter one is introduction, consisting of background of the study, limitation and identification of the problem, formulation of the problem, purpose of the study, the advantages of the study and research outline. Background of the study is about the reason why the

researcher chooses this topic as the research. Limitation and identification of the problem explained analysis of the problem. The following parts are the research question, purpose of the study, the advantages of the study and the last research outline.

Chapter two is literature review which contains several theories that support this research. This chapter consists of language learning, speaking skill in language learning, debate and debate toward speaking. Language learning will be explained in more detail, such as definition of language, definition of learning and definition of language learning. In speaking skill section, the researcher gives explanation and several theories about speaking skill in language learning. The last part is about debate, consisting of definition about debate, function of debate, influence of debate toward speaking skill in language learning.

Chapter three is about methodology. This chapter consists of research design, research setting, population and sample, data collection instruments, and data analysis. This chapter provides explanation on how the researcher conducts this research. Besides, the explanation will be given in sequence, such as the kind of this research, the subject of this research until about how to analyze the data of this research.

Chapter four contains findings and discussions of the research. Findings and discussion explain about the result of the study. It means that this part will show all of result of the research. Moreover, the researcher also will explain about how to analyze the result of the research. Meanwhile, chapter five is the last part and will explain about conclusion and recommendation. Conclusion and

recommendation is about conclusion drawn by the researcher and suggestion which is given based on the result of this research.