

CHAPTER I

INTRODUCTION

This chapter describes about the background of study, statement of the problem, objective of the study, hypothesis of the study, significance of the study, scope of the research, and definition of the key terms.

A. Background of the Study

English has become the global language and the primary method of communication for the people of the world; in fact it is now common for English to be referred to as international or even Global English (Somjai & Janssem, 2015). Within Global English is very important for people because English is major language in the world. To communicate with of the people in the world speaking becomes the most problem tool.

Speaking is one of English skills besides listening, reading, writing. Speaking used to communicate to other to send their idea, know other's idea, spell their words, and develop their habit in speaking English. It is very important to student; they need to practice their understanding in studying English. Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language (Fauzan 2016). It mean that speaking is the purposes of language learning process. Speaking is the most important skill which has to be mastered. Speaking is crucial part learning when we learn about language.

Most students do not like speaking, although is one of English skill. The students are afraid and shy when they ask to speak English. They worry if their speaking is wrong.

Therefore, if the students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get bored and lose interest in learning.

In teaching and learning, Fauzan (2016) said that the students do not want to speak English because they are too shy to talk in English. They are afraid of making mistakes, or their friends will laugh at them, and they are also worried because they had not a lot of to speak because the teacher always give critics and correction on their mistakes right away. Yonsisno (2015) said “In speaking, students should master the elements of speaking, such as comprehension, vocabularies, pronunciation, grammar, and fluency”. Based on the researcher experience in teaching and learning senior high school, the researcher found that students have problem to learn English subject. Especially for speaking skill, students have problem in performing speech. Because most of students show less score for speaking, they are also still difficult to speak, but it is important to cover the problem.

To develop speaking skill, educational strategies can be implemented to increase dialogue between the teacher and the students (Ramlan, 2016). There are several techniques and strategies which are used by the teacher for teaching speaking. The technique or strategy should be interesting to interest students in teaching learning process. One of the teaching strategies in teaching speaking is debate strategy. We can survey the problem which has led the researcher to consider and experiment with using the debate method to develop the speaking skills of English students.

Debating is seen as an active learning process because students will learn more through a process of constructing and creating, working in a group and also sharing knowledge (Somjai & Janssem, 2015). Thus, debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Debate can motivate students

thinking; moreover, if they must defend their stand or opinion which is in contradiction with conviction them.

According to Lely (2016) in the research, This study found that there were some differences related to the implementation of British Parliamentary debating system, such as the differences of the amount of debater and adjudicator and length of speech. Those differences actually did not give bad effect significantly during the observation because of during observations; each member acted his or her role as well as the regulation of British Parliamentary debating system. Furthermore, research conducted by Yulia (2017) this result show that students are British Parliamentary Debate Style Training could improve second semester students' speaking ability of English Education Study Program.

Finally, after classifying the problem, the researcher look for the solution it hopes that students join in the class and produce better speech and actively involved in discussion. It is because students get more practices, peers, exposures and activates that encourage them to speak up. Based on the explanation above the researcher tries to do a research entitled **The Effectiveness of British Parliamentary Style Debate In Teaching Speaking of Second Grade Students of MAN 2 Kediri.**

B. Statement of The Problem

Based on the background of this study, the problem of this study is formulated as follows:

“Do the students taught by using British parliamentary debate style have better speaking skill than those taught by using problem based learning?”

C. Objective of The Study

The objective of the study, to investigate whether “British Parliamentary Debate Style is effective In Teaching Speaking of Second Grade MAN 2 Kediri.”

D. Hypothesis of the Study

The hypothesis is tentative explanation for certain behaviors phenomena or events that have occurred or will occur. This research wants to know the effectiveness of teaching speaking through British parliamentary debate style. The researcher builds the hypothesis to make the purpose of this study. The researcher's hypothesis is :

1. Hypothesis 1 (H_a) : There is significant difference between the score of students taught by using British Parliamentary debate style and the score of students taught by using problem based learning method in teaching speaking.
2. Hypothesis 0 (H_o) : There is no significant difference between the score of students taught by using British Parliamentary debate style and the score of students taught by using problem based learning method in teaching speaking.

E. Significance of the Study

This result of this study expected to give positive contribution for teachers, students, and further researchers. So they can use it as guidance for better in teaching learning process. First, the teacher can use this method to help students in teaching speaking. the study will pay more attention to the importance of using debate strategy in enhancing the speaking skills. Second, for the students, they can learn about speaking easily and enjoy, they can learn together use debate method and also increase their ability in using debate strategy to enhance their speaking skills. Fourth, for the researcher, the result of this study can be used as references who are interested in further development of this matter. No specific materials are needed for the technique, so it can easily be incorporated into lessons.

F. Scope of the Research

The following are scope of the study. The subject of this research is students of MAN 2 Kediri, while the sources of the data are the students of the second grade at MAN 2 Kediri. This research is focused on The Effectiveness of British Parliamentary Style Debate in Speaking Skill of second Grade MAN 2 Kediri.

G. Definition of the Key Term

The researcher defined the following terms for the purpose of the study:

1. Speaking is a people intelligence to make a sound and convey their thoughts. Speaking is the most important skill and with speaking people can communicate well.
2. Teaching speaking is practical ways to teach speaking and engage students in authentic speaking activities. Teacher have to provide authentic practice that prepare students for real life communication situations.
3. The British Parliamentary Style Debate the most common format in Britain is known as Parliamentary Style debate, and this involves four teams of two speakers all taking part in one debate, with two teams on each side. In order to win the debate you must agree with the other team on your side, but argue that side a little better than they do. it is chosen as the official international debate system because British Parliamentary Debating system offers some advantages.
4. The problem based learning Problem-based Learning (PBL) is a curriculum model that emphasizes the effective use of task-based problems to engage students in active and multidisciplinary learning. Through problem-based learning, students learn how to solve problems that are ill-structured, open-ended or ambiguous. Problem-based learning

engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from life situations.