

CHAPTER I

INTRODUCTION

A. Background of Study

In teaching speaking, many teachers have made much effort to find good methods, strategies, techniques, media and teaching materials to make the most of it. They have tried hard to maximize every way in the teaching and learning process. However, many students still think that speaking is the most difficult ability they have to deal with. Students of high schools don't really focus on this ability because they have to learn all integrated ability. Moreover, several EFL school teachers think that it is not necessary to teach speaking ability separately in junior or senior high schools because it won't be tested in either school or national exams. This implies that speaking is not considered an important ability to be learned by students of high schools. Why speaking is not really considered to be tested in many school exams because according to Clifford, it's not easy to be objectively assessed and time-consuming.¹ Although speaking ability is neglected in many exams, people still believe that the ability to speak in the target language is the way to measure whether or not learners are successful in their learning process.²

¹ Ray T Clifford, "Language Teaching in the Federal Government: A Personal Perspective," *The ANNALS of the American Academy of Political and Social Science*, Vol. 490, No. 1 (1987), 145.

² David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (Sydney: Prentice Hall, 1991), 39.

Based on the results of observations that have been made, researchers found problems that exist in MA Darul Iman. The first, the lack of students' desire to speak English. Second, the lack of interest and enthusiasm for student learning. Third, Shame and fear of using English. Fourth, the use of monotonous and varied learning media.

Classroom debates is one of the strategies educators use to teach speaking; students may learn more when they build and design, cooperate in groups, and share their information. As a result, it is classified as an active learning process. Students can talk clearly and correctly, just like native speakers, owing to impassioned debate ideas. As a result, students can join in debates and respond to inquiries in English. Students' speaking abilities can be improved through debate as they discuss and reply to each other's arguments. And the debate is also a useful and effective strategy for creating an atmosphere of active learning and conversation in the classroom, as well as giving students additional opportunity to practice speaking in other languages in which they have communication skill.³ Alfred Snider and Maxwell Schnurer (2016) "*A debate should be defined as a relatively structured event of communication on some topic of interest, with opposing proponents taking turns before an opportunity is given to make a decision.*"⁴

³ Jumarrini Jumadil, "Improving The Students' Speaking Ability By Using Australasian Debate Technique At The Second Grade Of Sma Muhammadiyah 1 Unismuh Makassar", (Thesis, Makassar Muhammadiyah University, 2016), 18.

⁴ Maxwell Snider, Alfred Chnurer, *Debate Across The Curriculum*, vol. 3 (New York: The International Debate Education Association, 2016), 30.

The Australasian debate method is used in the classroom. Students learn more by constructing and producing, working in groups, and sharing information in an active learning process. Class debate topics not only allow students to express themselves clearly and properly in their own language. They must be sure and perfect in their pronunciation in order to talk fluently. As a result, argumentation is the most sophisticated way to assess students' speaking ability.⁵

This study will investigate the usefulness of classrooms debate in improving speaking ability, as its title indicates. This study found that students at MA Darul Iman lack enthusiasm and desire in using English, especially their motivation to use English, because they already know basic English. This is caused by the teacher's need for originality in establishing an approach to teaching students' speaking ability. During the teaching and learning process in class, the teacher often speaks more actively than the students. Conversation is an efficient and successful strategy for creating a fun learning and communication environment that increases opportunities to practice speaking another language through communication ability.

This learning is interesting and can help students because it can help improve speaking ability, increase students' willingness to speak English, and expand vocabulary through class debate methods. Researchers are interested in

⁵ Fernandes Arung and Jumardin, "Improving the Students' Speaking Ability through Debate Technique," *Journal of English Education*, Vol. 1, No. 1 (March, 2016), 71.

conducting research based on the explanation given above with the title "**The Implementation of Classroom Debates to Improve Speaking Ability**".

B. Limitation of the Study

Because researchers have some limitations, such as time, reserves, energy, and information, This study looks at how classroom debate utilizing the Australasian Debate approach improves students' speaking ability and how classroom debate can increase speaking ability.

C. Statement of the Problem

This study seeks to define one questions that will guide the researcher and serve as the main focus of the study. These questions can be put forward as follows:

How does classroom debate can improve students' speaking ability?

D. Objectives of the Study

Researchers determine research objectives based on research questions, namely:

To determine the improvement of class debate on students' speaking ability.

E. Significances of Study

The researcher expects this study to give students and instructors useful information regarding classroom debate utilizing the Australian Debate technique.

The research is significant in the following ways:

1. Theoretically

This study helps them develop their public speaking ability. Furthermore, pupils can find solutions to overcome challenges in learning English. They will assist in knowing their spacing abilities after being educated via argument.

2. Practical

The findings of this study are intended to be helpful to students, instructors, and future scholars. This study may be used to teach speaking using the Australasian Debate Technique. This research assists high school students with pronunciation and vocabulary issues so that instructors may enhance their speaking abilities and attain English Standards.

F. Research Organization

In this study, the researcher organized this paper as follows:

Chapter I is Introduction. This chapter has some contents: these are Background of study, identification of the problem, limitation of the study, statement of the problem, the aims of the problem, significance of Study, previous study, and the organization of writing.

Chapter II is Theoretical Frameworks. This chapter consist of theorist from some experts we have conducted the research such as: Part I explain about debate: definition of debate, classrooms debate, the type of debate, the parts of debate, the benefits of debate, aplication Australasian debate method in classroom. Part II explain about Speaking: definition of speaking, the basic type of speaking, the components of speaking, the technique in teaching speaking.

Chapter III is Research Methodology. This chapter consist of the methodology that writer going to use in conducting this research. There are: research method, time and setting of the research, population and sample, technique of data collection, instrument of data, and technique of data analysis.

Chapter IV is Finding and Discussion. It contains description of data analysis, and interpretation of the data.

Chapter V is Conclusion and suggestion. It consist conclusions for suggestions.