CHAPTER I

INTRODUCTION

In this research, the researcher explained some materials related to the title of the research. These materials can be used as a guideline in conducting the research. This chapter presents about: 1) Background of study, 2) Research focus and Sub-focus, 3) Problem Formulation, 4) Objective of Study, 5) Significance of study

1.1   Background

Every person in the world has their own personal feeling, idea, and thought toward something. In expressing those messages, they need a good strategy so that the giver and receiver of information can connect and understand each other. According to Noermanzah (2017) stated that language is a way of expression that conveys a message in specific contexts and for a variety of purposes. In line with that, according to the KBBI (Indonesian Dictionary), language means a system of arbitrary sound symbols called language is utilized by a group of individuals to communicate, collaborate, and establish their own identity. Those opinion indicates on how language is used as a very important strategy to support daily conversation and interaction among the people.

English is categorized as a global language that is used in almost half of country in the world.

"People who speak diverse first languages use English and It's utilized when people communicate to each other in English as well as when people from other countries get together. Around the world, English is the language that is most commonly spoken in a variety of situations

1

(Rohmah, 2009)."

Based on the text, we can visualize on how English is very important as a part of communication that is use not only as an international language, but also use as a global language which targets anyone in the world. In Indonesia, especially in education aspect, English is taught as a foreign language starting in elementary school and continuing through university level. Students have been introduced to English as early as possible to be able to adapt to the needs in a very competitive world. Nowadays, Merdeka Curriculum in Primary School already implemented English as a main subject not as a local subject. The action proof us on how the government serious in build the skill of students to master English.

As we know that, in English there are four essential skills that is commonly used for mastering English. They are listening skill, writing skill, reading skill and speaking skill. Those skills divided into two categorize, i.e. speaking and writing skill categorized as a productive skill. The reason was the speaking and writing required the production of words, phrases, sentences, and paragraphs. Meanwhile listening and reading skill categorized as a receptive skill.

Most of students in school or university thought that speaking ability is the hardest skill to be mastered rather than other English skills (Harmer,2009). According to Richard (2008), It takes work to become an expert talker in social situations, and not every student will find it important. The students might think that speaking skill need to pay attention to several aspect in speaking such as the structure of sentences (grammar), accuracy in pronunciation of words, fluently in speak the material, the comprehension and so on. They have to master several

aspects of speaking before they can speak. If they only speak without consider the aspects of speaking, the ideas or thought that they want to deliver may not conveyed well. Furthermore, it would cause misunderstandings between the speaker and listener about the information that being shared. Whereas, learners frequently use their perceived improvement in spoken language ability as a measure of both their language learning achievement and the efficacy of their English course (Richard, 2008:19).

PGRI University Palembang is the one of universities that open teacher training and education of English Department that focused on language teaching training. The aims of this training/program are to make undergraduate students can teach English well, implement the material in the right path, and use it in daily life. At the end of the day, the students can master, use, and teach English properly.

Related to the observation in speaking academic purpose class, the researcher found that most of the students still read the text when they speak in English. It surely influences on their fluency in speaking English. They still lack of motivation and less confident to speak in English. Then, the errors in pronunciation and grammar are still frequent. So does with vocabulary categories, the students still need to uses appropriate and new words and expressions.

Speaking difficulties among students can be caused by a variety of problems, including the method used to teach English as well as the students' interest in the subject matter and media. For this reason, it is important to think about the best way to teach the lesson in the classroom that will address all of the issues and satisfy the demands of the students.

To support the students speaking skill some effective treatment or strategy may need to implement so the problems above at least can be minimized. In many cases, a person's speaking skill can depend on how much they have the opportunity to speak. The students need to build the speaking habit as the exercise and keep practice routinely. So, the students would be able to speak fluently and increase their speaking skill. The students need to speak, speak, speak (Paul in Jumhari,2019). In line with that according to Sari, Dewi Kartika (2017) stated that a learning method is a method used by teachers to convey material to students to achieve certain goals. The learning method could be vary based on the needs or goals of the teaching-learning itself. Dobson (1987) stated that there are a few strategies for enhancing speech include debates, small-group discussions, games, songs, and dialogues. One of the effective teaching strategies to apply in English Education Study Program of PGRI University Palembang is Classroom Debate.

Classroom Debate is a strategy that used to organize conversation or discussion toward a topic in detail. Using classroom debate strategy in speaking class, students would train to speak and express their opinions toward something (Alasmari and Ahmed in Richa,2011). The students can make habitual activity where they can increase their public speaking. They can convey the messages from their mind, eliminate their emotional (fear), and learn all aspect on how to speak well.

In addition, the Classroom Debate activity hopefully could increase students' speaking skill and also other aspect of speaking such as pronunciation, fluency, grammar, and vocabulary. Furthermore, other significant effect after the students

know about the debate may raise in the future such as students can join and follow any Debate Competition that held every year e.g., National University Debating Champion (NUDC), Binus Debating Championship, Debate Competition UNSRI, Atmajaya Debating Champion, and etc.

The advantages of classroom debate strategy also found in many previous studies. The results show a good result against the implementation of Classroom Debate in teaching Speaking English. These studies can be described in the description below. Susaniyah (2015) claim that students could use the debate as a pedagogical strategy to make the students actively participate in speaking activity. It can improve their speaking and listening skills as well as their motivation to talk. Jumhari (2019) found that debate is one of the most productive speaking exercises to encourage and improving students' speaking skills. Moreover, debates also explore the student's verbal communication skill. Firmansyah and Vegian (2019) found that incorporating debate strategy in language learning increases students' speaking skills. Those latest research show that there are many increasements of speaking aspect such as fluency, accuracy, confidence, grammar, and so on from debate strategy/strategy in term of Speaking skill.

As one of the strategies, the writer would like to see the students' perception of classroom debate strategy toward the speaking skills of English Education students. Therefore, the researcher is interested in conducting this research entitled "**STUDENTS' PERCEPTIONS IN IMPLEMENTING THE CLASSROOM DEBATING STRATEGY TO INCREASE STUDENTS' SPEAKING SKILL**"

1.2 Focus and Sub-focus

The focus of the research is Students' Perception toward the Implementing Classroom Debate in Students of English Education Study Program of PGRI University Palembang. Meanwhile the sub-focus of this research is the results of Students' Perception in Implementing Classroom Debate in Students of English Education Study Program of PGRI University Palembang.

1.3 Formulation of Problem

The problem formulation in this research is:

1. What are the students' perceptions in implementing debating strategy to increase the students' speaking skills?

2. What are the challenges of EFL students in implementing debating strategy to increase the students' speaking skills?

1.4 Objective of the Study

From the background and Formulation of the problem above, the researcher can state the research objectives as follows:

1. To find out the students' perception in implementing debating strategy to increase the students' speaking skills.

2. To find out the challenges of EFL students in implementing debating strategy to increase the students' speaking skills.

1.5 Significance of the Study

1.5.1 Theoretical Significance

a. To verify the previous theory dealing with the theories of Student Perception in Implementing Classroom Debate to increase speaking skill in Students of English Education of PGRI University Palembang.

b. To support and extend the previous theory about Students Perception in Implementing Classroom Debate to increase students speaking skill in Students of English Education of PGRI University Palembang.

1.5.2. Practical Significance

a. For Teachers

1. Teachers know the students' perception about the classroom debating strategy in increasing the speaking skill of University Students.

2. Teachers can find out the challenges of students in implementing debating strategy to increase student's speaking skill.

3. Teacher can use debate as a learning strategy that is used to lead the students to language development.

4. Teacher can evaluate the students' Learning Outcomes by knowing the challenges of students in implementing the debate strategy.

b. For University Students

1. Motivate the students to practice speaking skill using debating strategy to increase their speaking ability.

2. Motivate the students to join in any Debate Competition such as NUDC, WUDC, and other.