Chapter One

Introduction

This chapter provides some points to show an actual discussion towards the main problem of the research. There are several important points mentioned in this chapter. This chapter explains the background of the research, statement of the problem, delimitation of the research, research questions, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

Speaking is a verbal language that is essential for the people to make a conversation one another in the context of communication. For the reason, through speaking, it will ease the speakers to express ideas or thoughts. On the other hand, speaking is one of the tools to connect with other people. According to Khoironiyah (2012), speaking appears instinctively the most essential skill to master. The mastery of speaking can be measured in terms of the ability to carry out a conversation. Therefore, speaking is very imperative because by mastering speaking skill, people can come up with the dialogues with others, give ideas, and exchange information.

Nowadays, there are some problems faced by learners when they want to speak English to share their own ideas to others. For instance, they have limited vocabulary mastery and are not good enough in pronunciation. Moreover, they cannot respond fast when they are invited to speak English in delivering the ideas. Thus, from the speaking problems mentioned, those make them not confident to

speak English. Some of problems mentioned above are in line with Cahyono and Widiati (2011) who stated that the faults which are made by students in speaking are fluency, vocabulary, grammatical accuracy, pronunciation, and interactive communication. Nonetheless, According to Dewi (2016), the problems which make the learners low in their speaking ability are not having sufficient time to practicing speaking, not having sufficient vocabulary, not having appealing in speaking because of unappealing teaching method, and not being able to relate the speaking content to their real life context. Moreover, Fauzan (2014) argued that unwillingness, afraid of making mistake, uncertainty, or lack of adequate vocabulary is the problems faced by the learners in speaking English. Besides, the learners do not want to speak English because they are shy and afraid if their friends laugh when they make a mistake in speaking English. Madsa (2014) stated that there are two influences to impact the students' speaking skill. The students are failed to discover appropriate words to express and afraid of making mistakes to speak English.

Considering with some problems mentioned above, it would need a good way and suitable learning activity to develop their speaking skill. The Islamic Private University of Yogyakarta as educational learning also has an activity which can give the students space to practice and develop their speaking skill especially in speaking English. One of the activities to improve speaking skill is English debate activity. English debate activity is one of the learning activities which discusses and analyzes an issue or problem in English. Furthermore, the

debaters also learn how to make sure and defend the argument event of the viewpoint which is contrary in English debate activity.

In addition, debate is one of formal communicative methods which delivers and represents the argument which is aimed to influence the audiences' point of views through the topic being discussed in speaking activity. Alasmari and Ahmed (2013) claimed "Debating can be used brilliantly to boost up students' English speaking skill"(p.148). Through debating activity, the learners can come up with the ideas spontaneously delivered in front of many people. From the statement mentioned, it is in line with Rybold (2006) who argued "Debating will help the students to be better speakers in conveying their ideas through English speaking in any situation"(p. 2). Regarding the statement mentioned, the students who join and are active in English debate club activity can have more opportunities to practice their speaking skill spontaneously in front of other people.

Additionally, through English debate club activity, the students will be able to give obviously, fluently and confidently to respond and convey the ideas in English speaking skill. Based on Bellon (2000) as cited in Othman (2013), "Through English debate, the students learn how to use the library to reason, analyze, clarify ideas, and present arguments in English well"(p.158). When the debaters give the ideas to respond, they know the appropriate words on how to make sure the audiences understand the issues being discussed. Therefore, from the phenomena mentioned, the researcher is interested in conducting the study on the role of debating activity in developing students' English speaking skill. For

the reason, the researcher wants to find out the benefits and problems of debate activity on students' speaking skill.

Identification of the Problem

The problem that happened when the researcher observes the students at an Islamic Private University of Yogyakarta was mostly there were the differences between students who joining English debate activity and the students who not joining English debate activity. Students who joining English debate activity more active in the classroom other than students who not joining English debate activity.

Therefore, the researcher interested to investigate what are the roles of joining English debate activity in developing students speaking skill as perceived by the students. Then to investigate what are the acpects of joining Engliah debate activity in developing students speaking skill as perceived by the students.

Delimitation of the Research

This study only focusses on the aspects of English speaking skill that improve by joining English debate activity and also the roles of English debate activity in developing students' English speaking skill. Furthermore, the researcher only focusses four students regardless of their Department at Islamic private university of Yogyakarta who has joined English debate club activity and is also active in joining the debate activities two times for every weak. The reason why researcher only investigates four students regardless of their department of English debate activity at an Islamic private university of Yogyakarta because

they have experiences and have involved in English debate club activity more than two years which allows the researcher to conduct the data.

Research Questions

      Regarding the background of the research, the formulations of the problem are set as follow:

1. What are the roles of English debate activity in developing students' English speaking skill?
2. What aspects of English speaking skill that improve by joining English Debate Activity?

Objectives of the Research

      The objectives of this research sought to find out the answers to the questions provided. Based on the research questions, the objectives of the research are:

1. To find out the roles of English debate activity in developing students English speaking skill
2. To find out the aspects of English speaking skill that are improved by joining English Debate Activity

Significances of the Research

      This research is aimed to give positive advantages for some parties such as students, lecturers, and future researchers.

      For the students. Using the debate technique will be a reference for students who want to improve especially in speaking English skill. It can be used as an alternative. In there, students will have a good and appropriate space to

practice and develop their speaking English skill. Besides, from this research, students can consider English debate activity as a way to improve their English speaking skill.

For the lecturers. This research is expected to give benefits to the lecturers who want to make the students know about how to improve students' English speaking skill. More than that, English debate activity may help the lecturers to facilitate the students to reach the goal of English speaking skill. Moreover, the lecturers can develop the teaching technique by conducting English debate activity in teaching and learning process.

For other researchers. By knowing the benefits of debating activity, the results of this research can be used as additional information for future researchers who are doing or will do the similar research. Besides, it provides information for the future researchers who use debate activity to improve students in English speaking. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

Organization of the Research

The aim title of this research is enhancing students' speaking skill through debating activity at the Islamic Private University of Yogyakarta. The first chapter is about the Introduction to this study. Which one in the first chapter includes the background of this study, the statement of the problem, limitation of the study,

research questions and also the purpose of the study. Both significant and the organization of the study are also included in this chapter. The reason why this research is conducted is that students that join in debate club had well confident when speaking English. Besides that very rarely or not too many students that join in the debate club.

The second chapter is a literature review. This chapter provides all the information and basic theory that cover a topic discussion about students' perception of their participant in improving students' English speaking skill. There are five points that include in this chapter. Those are about the definition of speaking English, the definition of debate, benefits of debating activity, and the last one is a review of previous related of study. The intention of this chapter is to amplify the researcher's argument that bound with this study. Therefore, to reassure the reader about the explanation which arises in this research there will be other expert's argument there.

The third chapter is the methodology. This chapter gives a clear illustration of how this research will be conducted and how the data will collect. It consists of the research design, setting, and participants of the research. Data collection methods and data analysis are also provided in this chapter. Firstly is about research design that the researcher used and applied to conduct the research. The researcher used Qualitative Research for the research. The reason why the researcher used Qualitative Research is that the researcher wants to get spacious information and also more in depth and clear. Secondly is about setting and participants of this research. This point reveals about where this research is held

and who will be the participants for this research. Thirdly, data collecting method. Data collecting method clarify the procedure of collecting the data. The last is about data analysis. Which one, in this parts the researcher making classifying, categorizing, ordering and interpreting the research interview data.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.