

## **CHAPTER I INTRODUCTION**

In this chapter, the researcher discusses the introduction of this research which consists of a background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

### **1.1 Background of the Problem**

English has become an important language and is most widely used around the world. The existence of English makes it the most recommended language to be learned in every country. Many people in Indonesia study English seriously as a second language to obtain a great future in the international community. From the first year of junior high school through university level, English has been taught as a compulsory course.

In learning English, we often talk about the four language skills (listening, speaking, reading, and writing) to be processed by students, and all of the skills are integrated. It means mastering each skill will make the students easier to understand other skills.

Speaking is a process of interaction to establish the meaning that assumes producing and receiving and processing information (Bailey, 2016: 2). Speaking is highly important because human beings and speaking are inextricably linked. In the civilized world, people use speaking to convey their ideas and communicate with others. Language components such as vocabulary, grammatical structures,

pronunciation, fluency, and accuracy should be used to support speaking as one of the language skills (Claudia, 2017: 2).

Speaking skill is one of the language skills that students should master. Richards (2009: 16) states that “the mastery of speaking skills in English is a priority for many second or foreign language learners”. Being able to speak becomes one important goal to achieve in learning English. For instance, when you look for a new job or training, you need to have the speaking ability for an interview in the company. It is because, through speaking, someone could express his/her feelings, ideas, and thoughts.

Based on the curriculum that is used at the English Department of Bung Hatta University, six subjects should be learned by students for mastering their speaking skills: Introductory Speaking, Speaking for Description, Speaking for Argument, Speech, English MC, and News Report. In the Speaking for Argument subject, students learn about the elements of good arguments, English idioms, panel discussion, and debate. Many English teachers use debate as an effective strategy to teach speaking skills (Rybold, 2006: 2). Most students have a fear of speaking in front of an audience.

The Debate is one of the speaking activity methods for students to develop their ability in speaking. Speaking and the ability to deliver arguments, ideas, and confidence to speak in audiences. The debate can be one of the best educational experiences in students' lives. It can help students with their English language skills.

The debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Atchison (2017: 6) has states that, the simplest meaning of debate is the formalized order of argumentation. In connection with that, Rybold (2006: 2) states that debate likewise builds up a few different abilities that will assist you with imparting English—or in any language you use. According to Atchison (2017: 5), the debate is an essential skill that can build confidence, train people to think fast on their feet, and turn to be strong advocates for what they believe.

As foreign learners in Indonesia, many students in colleges have ample vocabulary and mastering the grammatical structure, but they still have difficulty in speaking. The students have problems in speaking English due to reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary (Fauzan, 2014: 266). This problem also appears to the students of the English Department of Bung Hatta University.

Based on the researcher's informal interview on December 5th, 2020 with the second-year students at The English Department of Bung Hatta University through WhatsApp Application, it was found that they still had difficulties speaking, specifically in expressing their arguments in a delivery debate. In addition, the researcher found that the students were difficult to express their arguments in English because they were too shy to talk in English, they were afraid of making mistakes or their friends laughed at them, and they were also anxious because they had a lack of vocabulary to speak. It happened due to they

cannot master five components of speaking; content, grammar, vocabulary, fluency, and pronunciation.

According to Fauzan (2016: 50), “some problems faced by students are: many students were afraid of making mistakes, they felt nervous to speak English, their fluency, and their confidence was also low”. Herlina and Melati (2018: 23) state some factors which make some students unable to speak well; Firstly, students had less vocabulary. Secondly, students seldom practice speaking English. Finally, the most serious problem for students in learning speaking was less variation in the learning process until students do not consider English lessons seriously.

Based on the explanation above, the researcher would like to know the students’ speaking ability in the debate, with the research entitled “An Analysis of the Second Year Students’ Speaking Ability in the Debate at the English Department of Bung Hatta University”.

## **1.2 Identification of the Problem**

English has four skills that should be learned by students and one of them is speaking. Speaking is important to comprehend and students should be able to speak because through speaking we could communicate with other people to start a conversation, express ideas, and deliver an opinion. But in fact, in teaching-learning English as a foreign language, most of the students' ability in speaking is low. It caused many problems that students face during the learning process, especially speaking. As we know, to be able to speak, students need to practice

speaking more and mastering the components of speaking such as pronunciation, vocabulary, grammar, and fluency.

In the classroom, students have done various activities that made them practice speaking. For instance, conversation, role-play group discussion, presentation, panel, and debating. The debate becomes an important activity in speaking class to build speaking ability. (Rybold, 2006: 2) states that debating will help you to become a greater speaker in all situations—private and public. Making students increase skill in speaking English in the context of the argument and a better understanding of critical thinking is the subject description of teaching speaking for argument.

The students still find difficulties as a debater to deliver their argumentation. They have already prepared the material for a debate, but instantly during the debate, they forgot their argument. They did not know what to say in class. It means the students only remember the argument not comprehend and try to deliver the argument by their critical thinking or develop the idea by their own words. They also had problems with grammar, because they have not mastered it yet. In addition, Widiawati, Ratminingsih, & Agustini (2020: 268) found the same problems; some students still had difficulty communicating in English. Many students did not present their ability to speak English naturally. Aside from that, the students appeared hesitant to speak for fear of making grammatical errors.

The common problems that students do not master all the components of speaking there are content, grammar, vocabulary, pronunciation, and fluency. The

students had difficulties in using correct grammar and they have lack of vocabulary to speak in debate.

### **1.3 Limitation of the Problem**

Based on the identification of the problem above, the researcher limited the study to the second-year students' speaking ability in the debate at the English Department of Bung Hatta University in the academic year 2020/2021. Related to debate, the researcher focuses on the debater. The aspects that evaluate are the ability of the students in expressing arguments of the debate and the components of speaking are pronunciation, vocabulary, grammar, and fluency.

### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem of the research as follows: How is the second-year students' speaking ability in the debate at the English Department of Bung Hatta University?"

### **1.5 Research Questions**

Following the formulation of the problem above, there were research questions that should be answered as follows:

1. How is the second-year students' speaking ability as a debater in expressing arguments of the debate at the English Department of Bung Hatta University?
2. How is the second-year students' speaking ability as a debater in using appropriate vocabulary in delivering debate at the English Department of Bung Hatta University?

3. How is the second-year students' speaking ability as a debater in using correct grammar in delivering debate at the English Department of Bung Hatta University?

4. How is the second-year students' speaking ability as a debater in pronouncing the words in delivering debate at the English Department of Bung Hatta University?

5. How is the second-year students' fluency ability in delivering debate at the English Department of Bung Hatta University?

### **1.6 Purpose of the research**

This research aim was to describe the second-year students' speaking ability in a debate at the English Department of Bung Hatta University. Specifically, the purposes of this research were as follows:

1. To find out the second-year students' speaking ability as a debater in expressing arguments of the debate.

2. To find out the second-year students' speaking ability as a debater in using appropriate vocabulary in delivering debate.

3. To find out the second-year students' speaking ability as a debater in using correct grammar in delivering debate.

4. To find out the second-year students' speaking ability as a debater in pronunciation of the words in delivering debate.

5. To find out the second-year students' fluency in delivering debate.

### **1.7 Significance of the Problem**

This research is expected to give a contribution to the students, lecturers, and other researchers. The students will know their speaking ability as a debater or speaker in the debate. For the lecturers, it is expected that this research result will give information about students' ability in speaking as debaters when debating. Then for other researchers, it hopes that the result of this research could be a reference in attending more comprehensive research.

### **1.8 Definition of Key Terms**

To avoid misunderstanding about the key terms used in this research, the researcher gives their definition as follows:

1. Speaking is the action to express feelings, share ideas, and thoughts.
2. Debate is a formal activity discussion that the debater will be given a topic then argue in pros and cons to persuade the adjudicator.
3. Argument is a group of claims that we call premises which are given as reasons to believe that a certain conclusion is true (Jogja Debating Forum Team, 2014: 27).
4. Grammar is the structure of a language.
5. Vocabulary is the collection of words in a language.
6. Pronunciation is the way in which the words is said.



7. Fluency is the ability to speak a language well and easily.