

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of how the educational system led by teachers have to provide their speaking skill through some specific technique, in this occasion, using debate technique. To find how teacher performance in speaking during the class teaching-learning can be developing to increase the skill with systematical technique development and debate technique. Harmer (2010) stated that speaking performance consists of getting ideas, directly building the sentences, and delivering them into speaking performance. The classification of using the debate technique depends on how teachers develop during their performance in speaking activities.

#### **A. Background of the Research**

Constructing sentences to show how people want to share knowledge through speaking can be easily performed if an idea is discussing in some group of people. The speaking skill is also essential due to the large number of teachers who want to speak English speaking to be able to use English for communicative purposes in bilingual classes during the upgrading educational system of the school. Fulcher (2003) shows how speaking allows people to connect communicatively. Based on Harmer (2010), teachers have to focus on practically oral activity with a variety of Languages without focusing on grammatical form through non-

communicative activities that only focus on how to construct the sentences based on grammatical during the teaching process of English.

For a regular school which developed to be the bilingual one, it needs more effort for developed every teacher in any subject to start learning English skill, firstly must be in speaking skill. Speaking skills will be the primary skill teachers should learn to teach any subject in a bilingual school. The effort must depend on the teachers' circumstances during the learning process and how they could develop by themselves. This statement relates to Rickheit and Strohner (2008), who believed that communicative competence processes are relevant in almost all situations. Besides, teachers must be with their regular teacher's task and student's assignment, and they must be learning for teaching by speaking in English, which has to help students practice their own English. Teachers, as non-native speakers, will have different difficulties during the time they have to learn English. Although English is a familiar subject taught in Indonesia for some years, according to Artini (2008), those studies can not encourage developing English language skills.

Based on upgrading the educational system in Indonesia, teachers must have acquired English skills for any way of teaching, especially for teachers in bilingual schools-to-be. Upgrading the Indonesian educational system is not one set system to go. However, it is including the whole set of systems which consist of teachers skill, lesson plan, and proper student need. The school model that uses in upgrading the system is Modern Darussalam Gontor School. Modern Gontor School showed how the

International educational system could side by side deliver Islamic Lessons. Mainly students in Modern Gontor School learning the Islamic education system for ninety years they found it. Teachers in Modern Gontor School begin the class with a Motivation moment that shows how creative and active the student in the class is regarding the lesson. Since the Islamic education system was successful for the student, the school upgraded the bilingual themes to Arabic and English. The motivation that Lustigova (2011) also mentions gives teachers increased interaction in teaching-learning teamwork.

The most important part of learning the English Language is how to speak well. That means the teachers must be able to speak that language regularly after doing the treatment. Teachers must deliver the lesson through appropriate teaching-learning for the student's understanding. Teaching performance technique is originally the critical skill of acquisition language learning for any consideration in education, especially in speaking skill development. Supporting this statement, Brown (2004) states that speaking is easy to monitor; through one-way performance based on the exact process and test-taker speaking, which need a structural consideration of reliability and validity with the oral production test. Thornbury and Slade (2005) know that speaking can be known as multi-sensory activity during the involvement of paralinguistic features in facial expression, tones, long-short pauses during the conversational stream in practical use. These activities have a limited period to perform their interaction clues directly. So, teachers cannot show their speaking skills in

the teaching performance process, although in small participant dialogues. Wallace (1998) shows that a natural process for practical activities or speaking can be meaningful when teachers give more thought to any response moment they want to share. Thus, the teachers will perform the teaching-learning more smoothly with the same vocabularies and appropriate spelling, so by speaking, teachers can spill the words they have in their ideas. Most teachers hardly speak even though they have more than enough manual dictionaries in their memory. Agreed with Chastain (1985) that teachers are reluctant to participate in oral activities especially speaking, which is self-conscious and unconfident while making any mistake. Mainly the problematic factors that make speaking difficult to learn are by doing it themselves, not in the group of speaking included in the conversation by the structure of the language, the phonetics, the pronunciation, and the final goal of learning make it difficult for the teachers. Even though it can achieve when the teachers themselves make an effort.

While learning English happens to be a foreign Language, most teachers are unconfident in speaking English fluently. In that case, there are some obstacles to the way of learning. Some of the obstacles involved obstacles based on the teachers who have to teach in the class. There will be personality burdens that include supporting how a teacher speaks English is another part of difficulties. The teachers on this occasion were concerned to show their knowledge using the modified sentences into some development spoken. The teachers are concerned if other colleagues will mock them. Another obstacle is the school environment and teaching

performance when they still lack knowledge and rarely practice to develop speaking skills in class during their rising performance. At the same time, they are supposed to deliver information. Supporting in delivering items, Hornby (1987) stated how delivering information by the ordinary producing voice could be understandable. Following the words, it should have proper use in language, showing how a person can show the expression uniquely artistic and have appropriate speech.

Nowadays, most Indonesian schools, regular schools, and Islamic boarding schools, as Sabbah (2018) stated, are upgrading their educational level to an international school. This leads to every teacher and student developing a standard school to become bilingual, teachers should speak in English as an initial goal. The teachers will show a teaching-learning by English spoken to help students habitually speak in English. Speaking must process to construct ideas into a particular event to collect another discussion view in any circumstances. In traditional schools, especially Al-Musthofa School, teachers usually pack the teaching material in a dynamics method to make students understand the knowledge from a lesson. So, it must be a burden when they have to bring the material by speaking it in English. The burden will affect their motivation to speak English well. Some teachers who already know how to learn English will be easy to catch up with, but it must be another problem for general subject teachers. The acquisition of Islamic school has become a tahfidz Qur'an while bringing Modern Gontor School as the role model. The school will develop bilingual lessons in the process to teach learning for every subject successfully.

Learning speaking for novice teachers is about how to practice. Instead of using the dictionary, teachers who lack knowledge can practice speaking English by arranging the material simultaneously with practice on debate challenges. Richard (1990) believes this way of learning that the mastery of speaking skills in English is a priority for many second and foreign-language speakers, especially teachers. Most fresh graduate teachers, not being able to speak English on their own, are concerned about which way their speaking has many mistakes and make teachers unconfident to deliver their thought. Although teachers at essential English skill already learning English during the education degree, if they not be able to practice it regularly, the skill will not develop all the time. Besides, other graduate teachers have different English levels by continuously facing the burden and practicing English in the meantime, no matter their appropriate English speaking.

That is how teachers can build the environment to develop the speaking skill by doing a speaking group practically to acknowledge the speaking skill itself using debate techniques. As in the debate technique, the interaction between speaker and listener becomes urgently needed to connect students in the teaching lesson. In addition, the debate is an effective way for a teachers' speaking skills. Walker and Warhust (2000) stated that debate techniques effectively develop speaking skills by letting teachers connect for the subject knowledge. Some research found that 82% of teachers thought they already shared the subject matter, and 85% believed they understood material more valuable.

On the other hand, Fukuda (2003), in a debate study that happened with Japanese teachers, shared that before the debates, only 30.8% of the teachers were doubtful of expressing their ideas when they were not the same as others. After the debate, this figure increased to 56.7%. This finding shows that knowledge or skills that connect by practice in the debates make the teachers more accustomed to expressing ideas. During the debate process, teachers will have many chances to train and spontaneously practice speaking participation. They can share and cooperate with others on their team to show their knowledge, encourage creativity, and have the ability to motivate more in practice teaching in English.

According to those phenomena, researchers are interested in experimenting with using the debate to teach speaking and give empirical evidence about the effectiveness of this technique by conducting a research entitled "The Effectiveness of Debate Technique to Develop teachers' Speaking skill."

## B. Research Problem

Based on the background above, the researcher formulated the problems is:

Is the debate technique effective in developing a teachers' speaking skills?

## C. Objectives of the research

Based on the research problem above, the researcher attempted to:

Find out the effectiveness of using debate technique to develop teachers speaking skill

#### D. Significances of the research

##### a. Theoretical Significance

This research can be one of the references to speaking learning theory to use.

##### b. Practical Significance

###### 1. The teachers

By using a communicative role in teaching speaking, teachers' speaking skills can appear to communicate using English more fluently accurately and communicate. This circumstances technique can be a continuous teaching-learning training that helps teachers face regular teacher development classes in the future.

###### 2. The other Researcher

To develop teaching skills, the other researcher can arrange the appropriate materials and get involved in the teaching performance process, especially in speaking activities, also getting knowledge of teaching and learning in the classroom for the future and new experiences in doing experimental research.



## E. Definition of the Terms

To avoid misconceptions about the title. It is notable for explaining the terms used in this research. The terms are as follow:

### 1. Speaking skill is a structural arrangement of oral skill

Consisting of clearly systematic verbal utterance to deliver specific meaning that focuses on response-patterns interpersonal dialog, showing multi-expression and embarrassment. Speaking skill is a way of practical lessons which helps individuals to have more confidence and express the idea into words by directly telling others.

### 2. Debate Technique

Systematically performance manifested in classrooms built with a method and balance by a proper approach and challenges to giving opportunities that teachers usually engage in using some popular chunks of language to respond to the goal: to defend one part of issues convincingly. A debate is one of various role-plays in which people ask to confront an issue and defend their opinions by collecting more knowledge about the issue discussed. Those debate parts will lead them to collect facts and experience in any article that arranges to beat the opposite.