CHAPTER 1

INTRODUCTION

This chapter consists of the background, research questions and research objectives, the significances of the research, rationale and previous studies

A. Background

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is the process of building and sharing meaning through the use of verbal in different context (Yang, 2014). It can also be defined as an activity in giving and asking information by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions and feeling they want other people to understand.

However, speaking is regarded as being difficult by some EFL students since they need to build and share thoughts which are often very complicated (Handayani, 2013). In addition, Balcer (1965) stated that lack of confidence is a problem of EFL students in speaking class. The problem also affected students' motivation to speak English. Furthermore, having low self-confidence, students feel embarrassed while speaking. This problem impacts in students' low capability of speaking in English (Mathisen & Bronnick, 2009). Therefore, students with high self-confidence will engage with the material during the learning activity rather than those with low self-confidence

The problems mentioned above are also found at al-Ihsan Islamic Boarding School. Based on student's limited observation, students were able to read, write and listen to the English

material. However, the students are inevitable from being silence when the teacher asked them to speak. There were only 4 from 20 students who actively engaged with English learning activity.

Furthermore, based on the interview from their English teacher, students had several difficulties in speaking competence. First, they had no confidence when they were required to perform some utterances in speaking class. Second, they were afraid of making mistakes in producing English orally especially in grammar. Third, they had difficulties in pronouncing words. Fourth, they are lack of vocabulary. The third and fourth problem influence to the willingness of conveying ideas. As Basic (2011) that students often fear of making mistakes when they are lack of vocabulary and pronunciation. It can be concluded that general problem of al-Ihsan students are lack of speaking skill and lack of confidence.

Based on the facts above, debate can be used to build student's self-confidence. According to Maryadi (2008; as cited in Iman, 2017) debate can motivate students' thinking process especially when they are defending their standpoint or opinion to convince the audience. This strategy can encourage all student's to be active and build their confidence in speaking. It also supported by Hsieh (2007) that to build student's self-confidence, the teacher is expected to give verbal and non-verbal feedback such as appraisal, giving applause in order to motivate students. The feedback also can be discovered at debate as the part of verbal adjudication

Debate has been used in several English classes in United States, such as at the EPI (English Program for International) at University of South Carolina and the English classes at University of Arkansas. Debate is believed as an appropriate method to stimulate mental and emotional maturity, as Wigley (1986; as cited in Colbert, 1993) that debate teaches students how other think, which improves their ability to resolve the conflict. In addition, Kleitman (2008) stated debate also could increase occupational achievement because students tend to develop

strong self-confidence within their teammates to win and dominate others. It proved that debate could be one of teacher's techniques to increase student's speaking confidence. In Indonesia debate has been introduced since 1997 through national competition, Java Overland Varsities English Debates (JOVED). This event was established by Universitas Katolik Parahyangan, Bandung. Hence, debate has been a prominent activity in Indonesia.

Regarding students' lack of confidence, Indonesian's researchers are interested in observing debate as the solution. Debate is proposed in this research since it is believed that debate provides a speaking exposure where students will exchange their thoughts freely (Mangunsong, 2014). In addition, the student-centered approach enhances the interaction between students and avoids direct correction in order to perceive student's self-confidence, Furthermore, Agustina (2016) found that through debate, students can develop social communicative expression helping them in expressing idea. Moreover, the study of Yulia (2017) found that the experimental group achieved a significant improvement of literature understanding after the implementation of debate. This recommends that the use of debate is potential to build students self-confidence as well as students' speaking ability. However, this research is different from previous research, the research tends to observe and analyze the feedback that conducted in verbal adjudication and its influence for student's self-confidence and analyze the level of speaking anxiety before and after implementing British Parliamentary debating system.

Therefore, the researcher tried to integrate British Parliamentary debating system in speaking class a research under the title "Integrating BPDS in Speaking Class to Build Student's Self-Confidence in EFL Speaking Class".

B. Research Questions

Based on the focus of the resolving student's problem in self-confidence, the research question is formulated as follows:

1. How was the British Parliamentary Debating System implemented to build student's confidence in speaking class at MA al-Ihsan Baleendah?

2. How is student's self-confidence in EFL speaking English in MA al-Ihsan Baleendah ?

3. What are student's responses to the implementation?

C. Research Objectives

The researcher expected some purposes in this research, there are

1. To describe the implementation of British Parliamentary Debating System to build student's self-confidence at MA al-Ihsan Baleendah?

2. To find out student's self-confidence in EFL speaking English at MA al-Ihsan Baleendah.

3. To know student's response to the implementation of British Parliamentary Debating System.

D. Research Significant

This research gives several significances. *Theoretically,* the finding of this research can enrich the theory of student's speaking mastery. Besides, the result of this research paper can be a beneficial input in teaching speaking by using British Parliamentary debating system. *Practically*, the teacher can get amount of knowledge about teaching speaking by using British Parliamentary debating system and this research will give the information and knowledge about the implementation of British Parliamentary debating system in teaching speaking.

E. Research Framework

Generally, speaking is about the act of transforming ideas into some meaningful utterances In EFL speaking class, teacher does not emphasize in practicing speaking skill to his students but in how confident the students to deliver the ideas when they are required to speak in class (Dale, 2000).

According to Sierra (2004), self-confidence is essentially an attitude which allows students to have a positive and realistic perception of ourselves and student's abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. In order to explore the mentioned aspect of self-confidence, the researcher tried to integrate debate to build student's self-confidence.

states that debate is a contestation between two or more persons, in which they take different sides of a question, and maintain them, respectively, by facts and arguments; or it is a discussion, in writing, of some contested point. Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position.

Principally, there are two types of debate system (Quinn, 2005), there are Asian Parliamentary System which applies six people divided into two groups, each groups consist of three people, British Parliamentary System which applies eight people divided into four groups and each group consist of two people. In this case, the researcher is interested in introducing British Parliamentary Debating System to involve more students in the activity because BP debate requires more people and roles than Asian Parliamentary. It means that BP debate is a necessary method for larger speaking class.

According to Gudu (2015) the advantages of using British Debate Parliamentary System to build student's confidence: 1) student can explore their own ideas in delivering argument and improve their assurance. 2) Student can ignore the fear of mistakes of grammatical error in delivering argument. 3) Student can build self-trustiness each other through team work in debate group. So, this research will focus on assurance and willing engagement as the indicator of self-confidence.

From the explanation above, the researcher tries to conduct a research with introducing British Parliamentary debating system to build student's self-confidence

This research uses two kinds of variable. British Parliamentary debating system represent "X" variable and student's speaking self-confidence represent "Y" variable.

F. Previous Studies

There are several researchers that observe the use of debate. The first research s concerning about the implementation of debate technique to improve student's speaking skill (Hasanah, 2015). This research conducted a classroom action research at the second year of Mts Miftahul Huda, Pabelan, Semarang with choosing 22 students as sample that get involved to the research. This research was conducted from July to August with four cycle. The result shows in the cycle I, the calculation of t-test is 11,16 which is higher than t-table (2,080). In the second and third cycle, the calculation of is 8,24 which is higher than t-table (2,080) and the calculation of t-test in cycle four is 8,79 % by the level of significance of 5 %. So there is a significance improvement in speaking by using debate technique.

The second research is conducted by (Pradana, 2017) The researcher used a quasi-experimental design to the first semester of English Education Department of UIN Raden Intan

Lampung at speaking class. The result shows that a debatable topic can motivate students to speak up because every student had their own point of view about the topic. Moreover, the rules of debate that entailed students to think promptly regarding to the motion enable them to deliver ideas without feeling afraid of grammatical error. Therefore, in the end of the paper, the researcher highly recommended debate as a method to improve both self-confidence and speaking skill since it is appropriate to be conducted at L2 classroom.

Another research was conducted in local area is "the analysis of EFL students fundamental critical thinking skills emerge in English Debate, Pratama (2017). This research used a qualitative method with descriptive study at Annual Saeed National Competition, UIN Sunan Gunung Djati, Bandung by analyzing the case building from 4 participants as sample. The result shows that there is fundamental critical thinking skill emerged on debate activity which is integrated simultaneous thinking process to the development of the case. It can be concluded that previous research is focusing on skills, both speaking and critical thinking. Approximately, this research focusses not only skill but how to build self-confidence in students. Therefore, they can develop their speaking skills without hesitation. The components of self-confidence are divided into assurance and willing engagement. Hopefully, this research will help student's confidence problem in speaking especially for beginner level.