

CHAPTER I

INTRODUCTION

I.1 Background of the Study

Learning is intentional effort to transform from not knowing to knowing, from not having an attitude to being right, from unskilled to skillful. Not only mapping knowledge or information is learning. However, how to involve people in actively creating or revising learning results into a beneficial personal experience. The goal of language learning is to communicate. Humans are social creatures and need languages to communicate, so learning a language is crucial to survive. English is a foreign language taught only in Indonesian schools, in secondary education students are only given the exercises to make some sentences, then make paragraphs to manipulate the words grammatically. English learning includes speaking, listening, reading, and writing. Since humans and speaking are linked, speaking is vital. Speaking is about how individuals convey their views and interact. (Richards, 2008). When speaking, people should learn vocabulary, pronunciation, grammar, and fluency.

English is widely used in politics, diplomacy, international trade and industry, commerce, science, technology, education, the media, information technology, and popular culture, making it a global language (Crystal D. , 2003). Human resources must be strengthened because the global period requires people to communicate worldwide, which is done in a global language like English. The most difficult thing is to prepare for such a goal. Within this comes the challenge

that teachers must overcome. The skills of the students must be improved, especially by English teachers. To prepare the students to be able to compete with individuals from other nations on the international stage.

This research is relevant to Indonesia because in this research, the researcher develops English teaching material so that the students have a decent opportunity to speak out and express themselves during class, the students need to be allowed to speak more frequently. In Indonesia, the teachers are still facing the same challenges in developing an effective and fun teaching material in teaching language. Despite learning English from elementary through high school, students sometimes struggle to convey their ideas, feelings, and opinions in English owing to anxiousness, fear of making mistakes, a lack of vocabulary, and low self-esteem. Students should be highly encouraged to utilize English in speaking-related learning activities because they are likely to contribute meaningfully and it aligns with student-centered curriculum. Teachers should use an engaging method to engage pupils in learning with lots of material.

Based on the preliminary observation in the eighth grade students of Permata Bangsa School Binjai, showed the direct opposite. The interesting activities to improve students' speaking skill were not provided. The teacher only uses textbook as teaching media just like traditional way of teaching, repetition technique which the students don't find the technique interesting. Since the teacher only used textbook as the main media, it made the teacher lack of teaching material so the learning environment was not interesting, there weren't two ways of communication between teacher and the students.

As a result, the students' speaking ability practice do not progress as well as hoped. This means teachers must solve this problem to improve pupils' speaking skills. Teachers must provide effective teaching and learning activities to boost students' English enthusiasm and speaking skills. Without a question, there won't be a relevant activity that can be followed by an explanation of the lesson's next subject or a student worksheet that they can complete. As a result, it did not assist students in realizing their full potential, particularly in speaking, which is the aspect language learning should be focused on above all else: communicating through conversation. Moreover, the researcher's classroom observations revealed that when pupils practiced speaking in front of the class, they had problems with fluency, confidence, comprehension, and grammar. In fact this school used English in daily basis, but still this kinds of issue still occur in English speaking school.

From the observation that has been done the researcher found out that the students felt excited when the teacher asked open-ended questions. Debate can help grade 8 students at Permata Bangsa School Binjai improve their speaking skills and help teachers enrich their English Speaking teaching materials.

Studies on developing English teaching materials for speaking have been conducted by researchers before. For example, (Sinaga, 2018) Task-based learning was used to build speaking English resources. (Kusumawati, 2017) studied design instructional model-based spoken English materials. (Yuniarti, 2017) examined how to develop CEFR-based speaking resources for IDeA Indonesia A2 students. (Wulandari, Yusnita, & Sari, 2021) used Contextual

Teaching and Learning to produce Junior High School speaking content. (Lailyfiah, 2016) investigated English speaking material for the Office Administration Study Programme grade ten students.

However this research different from previous studies in two ways, first, the author will perform the research in an English-speaking school, setting it apart from previous studies. This study will use debate technique to develop speaking material especially British Parliamentary Style. This school was chosen because the researcher discovered that the students had a significant amount of improvement potential. Based on what has been observed, the research conducted to develop speaking materials used in this school utilizing the debate technique because the students lack of critical thinking skills but have a strong interest in open-ended questions that debate is the suitable technique.

I.2 Problem of the Study

Problem of the study according to Yenrizal is crucial while doing research, because the form of the problem is a crucial aspect of the research itself. The way the problem is stated has an impact on what drives the writer for delivering a topic. The problem of this study is about how are the teaching materials using a debate technique to improve the speaking skills of the 8th grade students at Permata Bangsa School Binjai developed?

I.3 Objective of the study

According to (Hayati, 2021) Research objectives are related to why the research conducted. In order to identify concepts that explain or predict situations, provide answers to situations that suggest the kind of study to be conducted.

Related to the research questions, this study aims:

1. To develop English speaking materials using a Debate Technique for grade eight students of Permata Bangsa School Binjai, Binjai
2. To create efficient English speaking materials for grade eight students of Permata Bangsa School Binjai, Binjai
3. To develop students' speaking ability through debate technique

I.4 Scope of the Study

Asep Saepul Hamdi and E.Bahrudin (2015) claimed that the scope of study can be seen as restrictions on the problem's scope, allowing the discussion to remain narrowly focused on one research not stray too far into unrelated subjects.

The problems found in this research will be related to the speaking materials. Grade 8th students need materials that will help them to improve their confidence in speaking English and enrich their critical thinking skill. It is because this school has an English environment but don't have any materials that support the students' speaking skill. Based on the background of the study, this research focused on developing English teaching materials using debate technique to improve the speaking skills of the 8th grade students at Permata Bangsa School Binjai, Binjai.

I.5 Significances of the Study

The findings of the study will obtain a new knowledge so that it can be used to understand, solve, and anticipate problems (Sugiyono, 2011). The findings of this study are expected to be useful theoretically and practically. Theoretically, the findings is expected to strengthen the knowledge for English teacher in developing English speaking materials, not only using textbook as the only media but also enrich the materials in order to improve students' speaking skills. Practically, the findings are expected to be useful for:

- a. The teacher, inspire and motivate them to be more creative in developing effective and interesting ways to teach English. Use it as an appropriate material that will give the students a fun way environment in learning process.
- b. The students, stimulate students' motivation in speaking English, improve students' ability in speaking skill and critical thinking, improve their self-esteem, and motivation to learn English.
- c. The other researchers, expected to be a reference for other researchers who want to conduct a research about developing speaking materials.