

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The numbers of students who study English are highly increasing each day and studying English is becoming a worldwide trend since English holds the role as the global language for international relation and communication. This kind of phenomena also happens in Indonesia in which English is taught in every level of education, from the lower level to the higher level. Students are asked to be master in all English skills like speaking, listening, reading, and writing so that they can build up their abilities of English well.

Regarding those importance of English, there are a lot of activities that help the students sharpen their abilities. One of the activities that can help them is joining debate activity. Through debate, the students are able to improve the four skills of English like speaking, listening, reading, and writing together in one activity. Debate offers profound and lasting benefit for everyone who involves in it (Mejri, 2014).

Debate was proven to be the effective activity that can help students in improving English ability and it is proven by some studies of the expert. Debate is the effective activity that provides more chance to speak rather than in class and it was proven by Bellon (2000). Other researchers also stated the same that joining debate will sharpen the fluency of speaking, enrich the vocabulary, and gain a better pronunciation and this statement was stated by Alasmari and Ahmed (2012). Hall (2011) also stated in his study that debate forces the students to be

able to communicate their idea orally. Regarding to those studies, we can conclude that debate is the effective activity to improve speaking skill.

For listening skill, debate provides the opportunity to sharpen the listening skill. In order to give the respond toward the opponent in debate, debaters have to listen carefully then they can arrange the good argument. According to Alasmari and Ahmed (2012), debate will facilitate the students to listen to many speakers in English rather than in class. Since there are at least six or even more speakers in debate, it will help the students to enrich their ability in listening because each speaker will speak about the same topic in a different content and it was stated by Hall (2011). Due to some studies, debate is the effective activity to improve listening skill.

In improving skill in reading, debate also is the effective way of it as well. In order to give a valid data in debate, debaters have to read much about the particular topic that is being debated. Debaters have to have a lot of information and valid data to be delivered as a strong argument. They have to give the true information based on the true data so that to fulfill that kind of need, debaters have to be able to read and enrich their knowledge from many sources and it is supported by Alasmari and Ahmed (2012).

In term of writing, debate also facilitates the students to improve the writing ability. Based on Alasmari and Ahmed (2012) who stated that by joining debate, students will be able to make an organized and smooth argument because in debate they have time to arrange (case building) an organized argument before delivering the argument to the opponent, adjudicators, and audiences.

Not only four skills in English but also other skills of English are being improved. In term of self-confidence, debate is the appropriate activity to improve the self-confidence since debaters have to deliver their argument in front of other debaters, adjudicators, and audiences as well. It is supported by Hall (2011) who stated that debate activity motivates the students to have a good self-confidence because they have to speak in front of many people.

Another benefit of debate is in critical thinking. Goodwin (2003) stated that debaters have to be able to think about the particular topic effectively and efficiently. Debate asks the students to think out of the box but it is still logic and debatable. That is why the students have to practice hard by joining debate in order to have a good critical thinking. To have a good critical thinking, it is not enough to practice debate once or twice but continuously. By following debate, it can increase the students' knowledge and understanding because they are forced to think and they have to learn (Alford and Surdu, 2002). Many aspects of debate should be understood well by the debaters and it will impact on the debaters' skill and knowledge (Sonreich, 2008).

Regarding to some beneficial of debate, English language education and department in University of Muhammadiyah Gresik provides a community of debate for the English students, non-English students, and even the students of senior high school to help them in improving their ability in English. Debate community is expected that students of English language education and department and also the students of senior high school can have a good ability in speaking, listening, reading, writing, self-confidence, critical thinking, and good competence in English as well.

The debate community in University of Muhammadiyah Gresik is conducted three times a week exactly on Monday, Wednesday, and Saturday. The debate community regularly joins debate competition at least twice a year whether it is national or not. The debate community has a guideline for the debaters and debate coach to practice debate which is developed by Ananda (2014) but the guidelines that we call as a module is not complete yet. There are some important points in debate that is not included in the module like there is no point about the special term in debate and no point about on how being an adjudicator in debate as well. Because we know that in debate consist of two important components which are debaters and adjudicators. As the adjudicators in debate, we need to assess a lot of points in debate and it needs the information of being adjudicators in debate. The example of particular debate topic is too high to be understood by the new debater (newbie). There are only some debaters who have joined debate for about a year and more who have the module and it means that the new debater (newbie) does not have the module.

The researcher also found some debate books which have been developed by some experts, such as debate book from Prince (2006) that consist of four formats debate (British, Canadian, French, and North American styles). In this book of debate provides a basic knowledge of what is debate and how to debate as well but there is no exercise for the debaters to practice debate so that the lack of this book is in providing the exercise to be practiced by debaters.

Another expert that develop debate book is D'cruz (2003). The debate book provides the information of how debate is conducted, how is the role of each speaker in debate, how to arrange argument, rebuttal, POI (Point of Information),

and others. It is same with the previous book that this book is not providing exercise to be practiced by debaters. If the debater is only read the book without having exercise, they might be confused because debate is more in practice rather than theory.

According to those explanations about some of the previous books, the researcher wants to develop an English debate module for beginner that fits the need and the target of the debaters. The English debate module will be in the level of beginner because most of debaters in debate community are newbie. A newbie needs a lot of theories and knowledge about debate rather than practice. They have to strengthen their understanding about debate first then practice the debate. They have to know the basic thing in debate like how many formats do the debater use in debate, what kinds of rule do debater have to know, how much time does debater use in delivering the argument and so on. Those are the example of basic knowledge in debate that should be known and understood well by the debater especially newbie. Another reason is just because the statement that comes from Sonnreich (2010) who said that debating is about having a good argument and a good argument is starting from a good foundation. It means that a debater has to have a very good basic in order to be mastered in debate.

Based on those problems, the researcher tries to develop English debate module for beginner at University of Muhammadiyah Gresik. The researcher hopes that the English debate module for beginner will be effective and efficient module to be learnt by the debaters in understanding all about debate.

1.2 Objective of the Study

Objective of this study is to develop English debate module for beginner at University of Muhammadiyah Gresik.

1.3 Significance of the Study

This study is hoped to be meaningful in practical significances and they are:

1. Helping the debaters especially newbie in understanding a basic knowledge of debate.
2. Helping the debaters in term of improvement in debate so that the debaters can perform better in any debate competition.
3. Helping the debate coach to create a well-organized debate community.

1.4 Scope and Limitation

The scope of this study is only in developing English debate Module for beginner at University of Muhammadiyah Gresik. This study only focuses on the basic debate especially for new debater (newbie) in understanding the debate itself.

The limitation of this study will focus on a basic knowledge about what debate is and how to debate based on the rule of debate. There will be material and exercises about debate as well. The material is about the very basic rule of debate like how to arrange an organized argument, how to argue, how to rebut, and how to analyze the motion. The material in basic debate module will be created in two kinds, first is adoption from the previous debate module which has

been developed by other researcher and the second one is creating the new material by the researcher.

The exercise in English debate module will be created in various types. There will be exercise which asks the debaters to answer the question by choosing the options of the right answer. There will be exercise by the purpose of checking the critical thinking of debater in the form of motion or case. The researcher will provide some motions and ask the debaters to write down their opinion in the form of argument as well. The exercise will be in the end of every chapter in module.

1.5 Definition of Key Terms

1. Debate is an activity that consists of two important components. There are debaters that are divided into two teams; positive teams that support the motion and negative team that oppose the motion.
2. Beginner is the one who starts joining debate and needs a strong foundation or knowledge regarding debate and its components.
3. Adjudicator is the one who assesses the debate and give the judgment toward how the debate works for all teams in debate.
4. Module is a written book for debate that focuses on the information of being debater and adjudicator as well. The example of information is how to build a good argument, how to make a strong rebuttal, how to assess the debate battle, and so on.