

CHAPTER I

INTRODUCTION

A. Background of the Research

In the era of globalization that is full of challenges and very tight competition, everyone is required not only to have a high level of education, but also required to have special abilities, commonly called skills. One of the skills most needed today is English since it has been determined to be one of the international languages as a verbal language to communicate. Besides, it is also used as a universal language of teaching in almost every corner of the world.

Everyone is obliged to wrestle in a global world if they want to grow and do not stay in the same place. By mastering English, people can communicate further so that information technology insight will be more open. Likewise, the ability to communicate using English is one of the big capitals to move in the world and face technological advances that always move forward. In developing countries like Indonesia, English is a vital role in all aspects of life, especially in the fields of science and technology. In addition, as a means of communication, English can be used to develop relationships in international forums and to strengthen relations between nations in the world.

Language in social life is the main series that highlights the importance of language to understand issues of social and professional care (Fairclough, 1989). Language is a way of making more easy communication. The language helps to express the culture of a person to another one and becomes a medium of communication among people all around the world or in the global society who speak in different language. From there, international languages are formed such as English as a unifying language that is almost used throughout the world. Caine (2008) has noted that English is used

throughout the world as a first, second, foreign language or other language. It is clear that English has become more dominant throughout the world.

Islamic Boarding Schools as Islamic educational institutions have developed forms by following the changing times and the impact of advances in science and technology. Thus, many Islamic Boarding Schools teach formal education and other technological sciences and add the name to "Modern Islamic Boarding Schools". Islamic boarding school is an institutions that play role as a place of manifestation of the process of developing an Islamic education system that also requires innovation in education, not only for Islamic education but also for teaching formal education.

As a boarding school that is broad-minded and looks far ahead, to face the global era, the PPMI ASSALAAM Surakarta also prepares its *santri* by means of learning foreign languages. For the time being, PPMI ASSALAAM Surakarta has only made two foreign languages (English and Arabic) as compulsory communication media for the *santri* or students, both when studying in the classroom or in their daily interactions in boarding schools, except new students, they were given a dispensation to be able to use Indonesian for the first semester. Starting in the second semester, they must speak official languages, namely Arabic and English.

In ideal condition, students in PPMI ASSALAAM Surakarta seem to have good English speaking skill because they are taught by using English as their language to communicate in the classroom. Moreover, in this boarding school, communication between *santri* or students uses official languages, English and Arabic. If there is a violation, a penalty will be imposed. Students in this PPMI ASSALAAM Surakarta are expected to be able to speak and write English correctly.

However, in fact, based on the observation and informal talks both with teachers and students done by the researcher in February 2019, students still have bad

communication skill. For example, it is hard to find students who want to actively speak English in the classroom or outside the classroom during their daily activities. Many *santri* or students still tend to use their first language during the lesson and in their daily activities to communicate each other, where as stated in the rules of the Islamic boarding school, students they supposed to use English in their conversation either to other students or the teacher inside or outside the classroom. English must become habit and a language used to communicate in the daily conversation instead of Arabic language.

There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer (2001), when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function. In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

The researcher asked one of the teacher in PPMI ASSALAAM Surakarta and obtained some informations that to overcome the students problem in speaking English in the speaking class and to improve their speaking skill, the teachers or mentor uses several techniques and strategies. There is also program provided by the Boarding School which is called *Muhadatsah* to practice their English speaking. *Muhadatsah*, according to language is conversation, dialogue or speaking. *Muhadatsah* is a person's activity in using voice, intonation, or sentences to express thoughts such as opinions, desires and feelings.

The most common technique and consider interesting to the students are presentation and critical debate technique. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge. Thus, debate is an excellent activity for language learning

because it engages students in a variety of cognitive and linguistic ways. In *Muhadatsah* activity, *santri* or students are encouraged to speak in English and Arabic. To practice their English. The language motivators will go around to listen to their conversation while checking pronunciation or *makhraj*, correcting grammar and helping the students to find ideas to speak. Furthermore, to motivate the *santri* or students to speak, the mentors or language motivators usually use some techniques to motivate *santri* or students to speak in English. The most common techniques used by the mentors or language motivators here are presentation and debate technique. In the debate session, *santri* or students are prepared in both a pro and con position for a designated class session. During this session, two teams are randomly selected to perform or state their arguments. The other students will contribute differing remarks and suggestions for a more active and well-prepared class discussion.

Maryadi (2008: 16) stated that "debate can motivate students thinking, moreover, if they must defend their stand or opinion which is in contradiction with conviction them". This strategy can involve all students to be active, not only the debate performer. In addition, Tornament (2011) stated that "Competitive debating uses the skills of argument to debate and discuss important issues about our beliefs, government policies and proposals on how to improve the world or face up to problems in society. A competitive debate should be rational, focused, and structured. Debating builds a unique set of skills, helping students to analyze problems, think critically, synthesize arguments and present these ideas in a cogent and convincing manner."

Meanwhile, presentations is a great way to have students practise all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). This presentations will also build confidence, and presenting a skill that most people will need in the world of work.

Thus, this research intends to further analyze the teaching techniques applied by the language motivators or mentors of *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking, particularly at the third semester and investigate the difficulties faced by the mentors or language motivators in conducting presentation and debate technique for *santri* or students in *Muhadatsah* activity. Therefore, this research entitled **“AN ANALYSIS OF THE USE OF PRESENTATION AND DEBATE TECHNIQUES BY THE MENTORS IN MUHADATSAH ACTIVITY AT PONDOK PESANTREN MODERN ISLAM ASSALAAM SURAKARTA”**.

B. Problem Statement

Based on the research problem, the writer proposes the following research problems:

1. How is the technique of presentation and critical debate used by the mentors of *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking?
2. What are the difficulties faced by the mentors in conducting presentation and debate technique in *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking?
3. What are the problem solvings to face the difficulties of mentor in conducting presentation and debate technique in *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking?
4. What are the members motivation to join *Muhadatsah* activity at PPMI ASSALAAM Surakarta?

C. Objective of the Research

Based on the problem statements, the research objectives are arranged as follows:

1. To describe the technique of presentation and critical debate used by the mentors of *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking.
2. To describe the difficulties faced by the mentors in conducting presentation and debate technique in *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking.
3. To find identify the problem solving to face the difficulties of mentor in conducting presentation and debate technique in *Muhadatsah* activity at PPMI ASSALAAM Surakarta for practicing speaking.
4. To identify the members motivation to join *Muhadatsah* activity at PPMI ASSALAAM Surakarta.

D. Significance of the Research

By doing this research, the researcher may have expectations that this current research can give some benefits. Those benefits include practical and theoretical benefits, they are as follows:

1. Theoretical Benefits
 - a. The results of this research can be used as a reference for further research.
 - b. The results of this research can give more contribution to support the study of English teaching and learning of speaking.
 - c. The results of this research can be used as an additional reference of knowledge and insight to the readers on the important of techniques in teaching speaking. Moreover, it can give an overview toward the effective techniques on the development of learners' communicative skills in speaking English

2. Practical benefits

a. For the Readers

Hopefully, this research can give more information to the readers related to some techniques that can be used in teaching speaking.

b. For the Teachers

Hopefully, this research can be used as an input for the English teacher to use the appropriate technique or instruction in teaching English speaking.

c. For the Students

Hopefully, this research can be a useful conceptual contribution in the effort to increase the students' motivation in learning English, particularly to improve their speaking skill in English.

E. Research Paper Organization

This research paper is organized into several chapters in order to make it easier to understand the contents of this research, the content of the research is divided into five chapters as follow:

Chapter I is introduction. It concerns with background of the study, problem statement, objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this study such as Definition of Speaking, Purposes of Speaking, Aspects of Speaking, Definition of Technique, Principles for Designing Technique in Teaching Speaking and Classification of Technique in Teaching Language. Meanwhile, previous study consist of similar studies.

Chapter III is research method. This chapter presents type of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and the last is data validity.

Chapter IV is research finding and discussion. The researcher describes the technique of presentation and critical debate used by the mentors of Muhadatsah activity at Modern Islamic Boarding School (PPMI) Assalam Surakarta for practicing speaking and describes the difficulties faced by the mentors in conducting presentation and debate technique in Muhadatsah activity at Modern Islamic Boarding School (PPMI) Assalam Surakarta for practicing speaking.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of this study and purposes the suggestion for future studies.