

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, research question, objectives of the research, limitation of the problem, benefits, definition of key term, organization of the research paper.

A. Background of the Study

The human do some activities and interaction to other people. Speaking is necessary to communicate and share anything. According to Bygate (2010:iv), speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. For the english learners, mastering speaking is a challenging since it needs a huge powerful effort. People cannot plan the exact words or sentences in speaking. Unlike reading or writing, speaking happens in real time; usually the person we are talking to is waiting for us to speak right then. People cannot edit or revise what you want to say (Bailey in Nunan, 2003:47 in Fauzan, 2016:50). Speaking is about to manage the conversation and to speak spontaneously (Fauzan, 2016:50).

The relation between critical thinking and speaking is very significant. There is a special kind of thinking that is intimately tied to language thinking is

process of speaking. (Slobin, 2002:75). In the process of speaking absolutely our minds think critically about the topic. In other words, debate technique as one of alternatives in teaching speaking to think critically about the topic. Students can discuss, practice to speak without affects grammatically, but the writer always control them as grammatically will affects them and understanding by practice.

Critical thinking is a defense against a world of too much information and too many people trying to convince us (Epstein, 2006:1). Critical thinking gives you the tools to use scepticism and doubt constructively so that you can analyse what is before you. It helps you to make better and more informed decisions about whether something is likely to be true, effective or productive (Cottrell, 2005)

Having experience as an English teacher, the student difficult to speak English. This caused by students limitation in the component of speaking, less vocabularies, and usually speak Bahasa in daily life. Students understand about the meaning of the context, but students hard to explain it in English and worry about the wrong structure in speaking. Students not confidence when they pronounce the words. Most students confused about English grammar, while grammar is very needed to form a right sentence orally.

Debate technique is recommended to be used as the formats to create the students interaction in the classroom. Since the students practice speaking in case building and finally hold debate session, they will be active to speak based on their personal arguments.

A debate is about the real or simulated issue. The learners roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood in Arung, 2016:72). Based on the explanation above, the writer suggests the paper entitled “Using Debate Technique to Improve Student’s Critical Thinking in Teaching Speaking”.

B. Research Question And Hypothesis

a. Research Question

Based on the background above, the research question of this research is formulated as follow:

Does debate improve students critical thinking in teaching speaking?

b. Hypothesis

The null hypothesis of this research: Using debate technique does not improve students’ critical thinking in teaching speaking.

C. Objectives of The Research

In line with the problem of the research above, the writer states the objectives of the research is to know whether or not debate can improve students critical thinking in teaching speaking.

D. Limitation of The Problem

This research is only conducted to the second grade in Vocational High School to investigate the effectiveness of debate technique to improve students’ critical thinking in teaching speaking.

E. Significances of The Study

1. Theoritically

This study uses to clarify all problems related about foreign language. Teacher getting to know students level in speaking using “Debate Technique” to know other problem in speaking.

2. Practically

This research is expected in giving better way for students who wants to speak english especially in debate forums in order to increase their ability in speaking.

3. Pedagogically

This study is expected to give benefit for English department students on studying debate technique to make they think critically in idenifying object or cases. The result of this study can help students to have more meaningful communication in their speaking skill.

F. Definition of Key Terms

1. Debate is defined as oral confrontation between two individuals, teams, or groups to argue reasons for and againts a set position. These arguments follow a set form or procedure. Because debate is contentious by nature, you should expect to challenge your opponent’s statements and to have your statements, opinions, and ideas challenged as well (Fedrizzi, M. & Ellis, 2011) Speaking is a productive skill, like writing. It involves using specch to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our

listener involved in what we are saying and to check that they understand our meaning (Aguirela & Filologia, 2012:163).

2. Critical Thinking

Critical thinking is a cognitive activity, associated with using the mind. Learning to think in critically analytical and evaluative ways means using mental process such as attention, categorisation, selection, and judgement (Cotrell, 2005:2)

3. Teaching Speaking

Teaching speaking is the productive and skill which consist of producing systematic verbal utterances to convey meaning. Teaching speaking is not only asking the student to produce sound, but also how to produce specific point of language such as grammar, vocabulary, fluency, pronunciation, and comprehension (Bailey, 2005).

G. Organization of The Research Paper

The research is divided into five chapters. Each chapter explains different matters in line with the topic discussed.

CHAPTER I : Introduction

It provides background of the research, research question, objectives of the research, benefits of the research, limitation of the problem, definition of key terms, and organization of the paper.

CHAPTER II : Literature Review

This chapter concerns with the theoretical review which consist of the definition of speaking skill, element of speaking and the meaning of debate technique.

CHAPTER III : Research Methodology

This chapter consists of research design, research method, population and sample, instrument, and data analysis.

CHAPTER IV : Result and Discussion

This chapter presents of result and discussion. How debate technique help students to work in group and think critically.

CHAPTER V : Conclusion and Suggestion

This chapter reveals the conclusion and suggestion based on the result and research.

