

# CHAPTER I

## INTRODUCTION

### 1.1 Background

English plays a great part in communication and it is used as a tool of communication among the nations all over the world. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

English as a subject matter in school covers the four basic language skills: reading, listening, speaking, and writing. One of the important materials in learning English at school is speaking. The students can improve their knowledge in many fields of science if they master English. Furthermore, mastery of English is not perfect without dealing with speaking skill. Speaking skills that becomes a key in English communication. Speaking is the way to interact to other people, to giving information as well as to express ideas and feelings.

Bailey in Kaharuddin assumes that speaking is the production skills that consist of producing systematic verbal utterances to convey meaning.<sup>1</sup> It means that how people produce word by word orally. Speaking include students' confidence and communication ability with other people or friends in the classroom. Person who communicate well does not necessary use big words and jargon that cannot be understood.

The way to get a good speaking skills are about encouraging people to share and to give that be able to progress the relationship. Speaking helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, to increase the proficiency in speaking and to maintain the relationship or friendship. So, speaking is an important skill of language which should have improves for the students. From the definition above it can be concluded that speaking is one skill must be mastered by students to send or to receive the information or message, to communicate and so on.

Ironically, according to Marcelino' study , he mentioned that most of the students as EFL learners are passive. A lot of them are shy to use English in real communication. Many

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<sup>1</sup>A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing,2014), p.1-2.

of them pay attention to forms and rules when they communicate with others. Most of them do not practice English in real communication and situations. Only few practice English in the classroom. Most of the learners fail in acquiring English because of lack of motivation. Similarly, Huda asserts that although oral communication ability is an important skill required by English learners, it is a difficult skill to develop, because English is not spoken in the community in Indonesia. Besides, the students are not accordingly and actively exposed in English classes. Based on Huda' research involving 6056 respondents from eight provinces, it was found that the majority (75.5%) stated that their teachers used a combination of English and Indonesia languages, only 48% used English and 19.6% used Indonesia. In addition, the problem found in terms of English achievement in MAN 3 Palembang was still low, it could be seen when the students were asked some questions in English, they could not express their ideas and tended to keep silent as well as to give response in Indonesian.<sup>2</sup>

In fact in MAN 2 Parepare there are still many students who have low ability in speaking because they are very lack of practicing and lack of motivation also. the teacher in the school only provides material by material without considering the use of material in daily activity, especially in speaking. so students only focus on mastering the material and do not pay attention to how the material can be applied in real life.

One of the modern methods that can be used in teaching speaking skill is debate method. It is seen as an active learning process because students will learn more through a process of constructing and creating, working in a group and also sharing the knowledge. In general, debate is one of the speaking classroom activities which requires two teams consisting of two or more speakers speak out their arguments and oppose the opponent's arguments in terms of the topic or motion given. It is supported by Dobson who asserts that there are some instructional techniques in improving students' speaking skill, such as: dialogues, small-group discussion, debate, song, and games. Additionally, Hasibuan &

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<sup>2</sup> Jaya nur Iman," Debate Instruction in EFL Classroom : Impact on the Critical Thinking and Speaking"(International Journal of Instruction 10, no.4,2017)p 89.

Batubara also reveal that debate is a method of language learning which is applied to improve speaking ability as well as critical thinking<sup>3</sup>. Hence, debate is a method of language learning which is applicable not only to improve the students' speaking skill but also critical thinking. In addition, debate is potential to develop students' critical thinking and speaking skill. This statement is supported by Walker and Warhurst who claim that debates in the classroom have been effective in increasing critical thinking by letting students connect as they learn subject knowledge. In their classes, they found that 82% of students thought that they understood the subject matter, and 85% believed that they learned something valuable.<sup>4</sup> Similarly, Fukuda in a debate study conducted with Japanese students, found that "before the debates only 30.8% of the students were not afraid of expressing their opinions when they were not the same as others'. After the debate this figure rise to 56.7%." He went on to say that "the knowledge or skills which came from the practice in the debates led the students to become more accustomed to expressing opinions."<sup>5</sup>

So the researcher conclude that using critical thinking through debate will able to increase speaking skill because the students will solve some problem that are happened in real life and they can express their opinion easily. Furthermore, students can enjoy and take new experiences in class cause independtly they can sharing on a another by discussing with friends in a group and it can give more impression for their speaking.

## 1.2 Research Question

Based on the background above, the speaking skill of the eleventh year students of MAN 2 Parepare is still low. The researcher formulates the research question as follow:

“Is the use of Critical Thinking through Debate able to improve Speaking skill of the second grade students of MAN 2 Parepare ?”

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<sup>3</sup> Hasibuan, A. L., & Batubara, I. A.” Implementing problem-based learning in digitalization era through debating practice. Proceedings of the 59thTEFLIN International Conference” Surabaya: Widya Mandala Catholic University,2012)pp.13-30

<sup>4</sup> Walker, M., & Warhurst, C. *In most classes you sit around very quietly at a table and get lectured at ...: Debates, assessment, and student learning. Teaching in Higher Education*, 2000) ,pp 33-49.

<sup>5</sup> Fukuda, S “Attitudestowards argumentation in college EFL classes in Japan. Proceedings of the First Asia TEFL International Conference”2003) Retrieved from <http://www.rapidintellect.com/AEQweb/spurn4.html>, pp.417-418.

### 1.3 Objective of the Research

Considering the problem statements above, the objectives of the research is to find out whether or not the use of Critical Thinkings able to improve the speaking skill of the second grade students of MAN 2 Parepare.

### 1.4. Significance of the Research

The significances of the research are shown below :

#### 1. For the teacher

This research is expect as guidance for English teacher. The teacher can get more knowledge about how to teach English Speaking, especially to improve speaking skill through Debate method. So the teacher can get many methods and ways in teaching English Speaking.

#### 2. For the student

This research will give a change for the students to express their opinion by giving motion debate and student can share each other.

#### 3. For other reseacher

The reseacher realizes that this research needs more suggestion and critics from the reader this research is far from perfection. The research hope that it can be useful a reference to conduct a similar research that deals with the same method.

