

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is one of international languages that has spread widely all over the world, for it functions as a native language, as a second language, or as a foreign language. Many countries put English as an important subject in the curriculum. In Indonesia, English is taught from elementary school to university level. It also becomes a compulsory subject. It is based on the issuance of Pusat Kurikulum, Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional 2003 about the function and purpose of English in high school level. One of the functions and the purposes states that it is to: “Develop the communication language ability in spoken and written aspect. The communication language ability includes listening, speaking, reading, and writing.

One of the functions and purposes of learning English as stated above is, to develop the communication skill in English in the form of spoken and written communication. The communication ability includes listening, speaking, reading, and writing.

Speaking is one of English skill that helps someone to communicate and share the information. Beside that, the people can know how to get the good communication in public society. Speaking has an important role in communication. Nunan (1998), to master in speaking it is important for second language learners and English as foreign language learners and its achievement is measured by the ability to speak. This statement means that speaking is one of the

important basic skills in teaching learning English. Speaking can help someone in communication and also help the students in engaging their English achievement. Speaking skill is used to express someone ideas or used to transferring information with the oral communication, it takes place everywhere and has become part of our daily activity. It is also develop in child life that is produced by listening skill, it becomes meaningful when someone utters it.

To express the meaning of opinion and the feeling, the people should know the aspect of communication. It is one of the reasons that makes the speaking become the important skill. According to Thornburry (2005: 8) speaking is a speech production that becomes a part of daily activities which involves interaction. It means that if one is able to communicate well she or he will be able interact with society, go to many places without having any obstacles, work in any work field because speaking is the key to pass the interview test, etc.

Furthermore, O'Malley and Pierce (1996: 11) state that speaking seems to be an important skill that a learner should acquire. They add that speaking skill is very important to enable students to communicate effectively by oral language, because disability of the students to speak may result in the inability to express their ideas even in a simple form conversation. In line with O'Malley, Pierce and Kayi (2006: 1) state that the teaching of speaking is very important part of second language learning because it is clearly and efficiently contributes to the success of the learners in school and success in their life. Thus, it is essential that language teachers pay great attention to the teaching of speaking. Since speaking is very important the government emphasizes speaking to be taught at school.

Based on Regulation of The Minister of National Education(2006 No.23) the objectives of teaching speaking for senior high School is in order to the students to be able to express meaning orally in interpersonal and transactional, formal and informal in form of recount, narrative, procedure, descriptive, news items, report, analytical exposition, spoof, explanation, discussion, and review in daily life. It is hoped that the students are able to speak and tell a story in English, to produce the English speech sound, to select appropriate words and sentences according to social setting, to organize their thoughts in meaningful and logical sequence, to use the language quickly and confidently . However, the fact shows that many students are not able to show their speaking.

As explained above. Observations when the researcher conducted observations Learning English teaching in SMK Taruna Satria Pekanbaru, the problem can be identified in speaking English. Firstly, students' limitation in mastering the component of speaking (Pronunciation, fluently, grammar, vocabulary and comprehension). Therefore they hard to express their ideas in English Secondly, the students rarely to practice their English either in or out of the class, because their friends spoke in Indonesian. Thirdly, the students felt that English very difficult, and it is not our language, so it is not too important to be learned. Fourthly, the students still had low motivation in learning English. It could be proved from their teacher's information who stated that the students rarely brought a dictionary. The last the teacher does not apply an interesting technique in which they can stimulate the students' to speak English in the classroom. Therefore, the researcher uses critical debate to provoke students

competence in building idea and delivering opinion. The researcher develops debate in the class, and cultivated students competence in giving opinion. This way is hoped to increase their braveness and creativity in speaking up their ideas and at the endit is expected to gradually lead the students to posessing better English speaking skill.

Nowdays, many teachers agree that students should learn to speak the second language by promoting interaction with others. In this case, students should master several speaking components such as : comprehension, pronunciation, grammar, vocabulary, and fluency. For this reason, the researcher applies appropriate method and technique of teaching speaking. The method used by researcher is Critical Debate technique. In this research, the reseracher applied a new method to improve students' ability to speak English by promoting and expossing them to be critical upon ideas and topics. The purpose of this research is to improve speaking skills in students with methods ofcritical debate. In the process, the writer also focus on 5 criteria of speaking aspects such as fluency, comprehension,pronunciation, grammar, and vocabulary. Speaking test was used in the research as the tool to value how the betterment in speaking is gained by them.

In support to the above's aim, as one of methods that can be used in teaching speaking is collaborative learning, the writer use its way in the research. In addition, in education, collaborative learning is a technique teachers use to group students together to impact learning in a positive way. Proponents of collaborative learning believe it helps students in many ways, as we'll see below.

They theorize that working together increases learning outcomes. Collaborative learning can occur between just two students or within a larger group, and it can take a variety of forms.

Collaborative learning has lots of technique such as think- pair-share, round robin, buzz groups, talking chips, three- step interview, and critical debate. One of the technique that will be applied in this research is critical debate because it can increase motivation, enhance research skills, promote critical thinking, and develop communication proficiency.

The reason of the researcher used criticaldebate also because the researcher feels confident that this critical debate technique can improve the students' speaking in learning process. With this technique the students can be stimulated to express opinions in discussing and arguing. Students learned to be responsible for his opinion and be stimulated to think critically and express it.

Based on the explanation above, the researcher is motivated to conduct a research entitled : “ **The Effect of Critical Debate Technique towards Student’s Speaking Skill of the Second Year at SMK Taruna Satria Pekanbaru** “ .

1.2 Setting of the Problem

Based on the background of the problems described above, the problem can be identified in speaking English. Firstly, students' limitation in mastering the component of speaking, therefore they hard to express their ideas in English. Secondly, the students rarely to practice their English either in or out of the class, because their friends spoke in Indonesian. Thirdly, the students felt that English very difficult, and it's not our language, so it's not too important to be learned. Fourthly, the students still had low motivation in learning English. It could be proved from their teacher's information who stated that the students rarely brought a dictionary. The last the teacher does not apply an interesting technique in which they can stimulate the students' to speak English in the classroom.

So as the teacher, we have to make some variation and innovation in teaching learning process in other to the students feel happy and enjoy to learn, and give them more chance to practice their English orally. Therefore, they will be motivated to practice speaking English.

1.3 Limitation of the Problem

Based on the background of the study above, this study was limited to find out the increasing of students' speaking skill (Pronunciation, grammar, fluency, vocabulary and comprehension) through critical debate. In this research, the researcher solved the students' problem in expressing the idea by using critical debate.

1.4 Formulation of the Problem

The problem of this research can be formulated as follow : Is there any significant effect of using Critical Debate on students' speaking skill of the second year students at SMK Taruna Satria Pekanbaru?

1.5 Objective of the Research

To find out the significant effects of using Critical Debate on students' speaking skill of the second year students at SMK Taruna Satria Pekanbaru.

1.6 Significance of Research

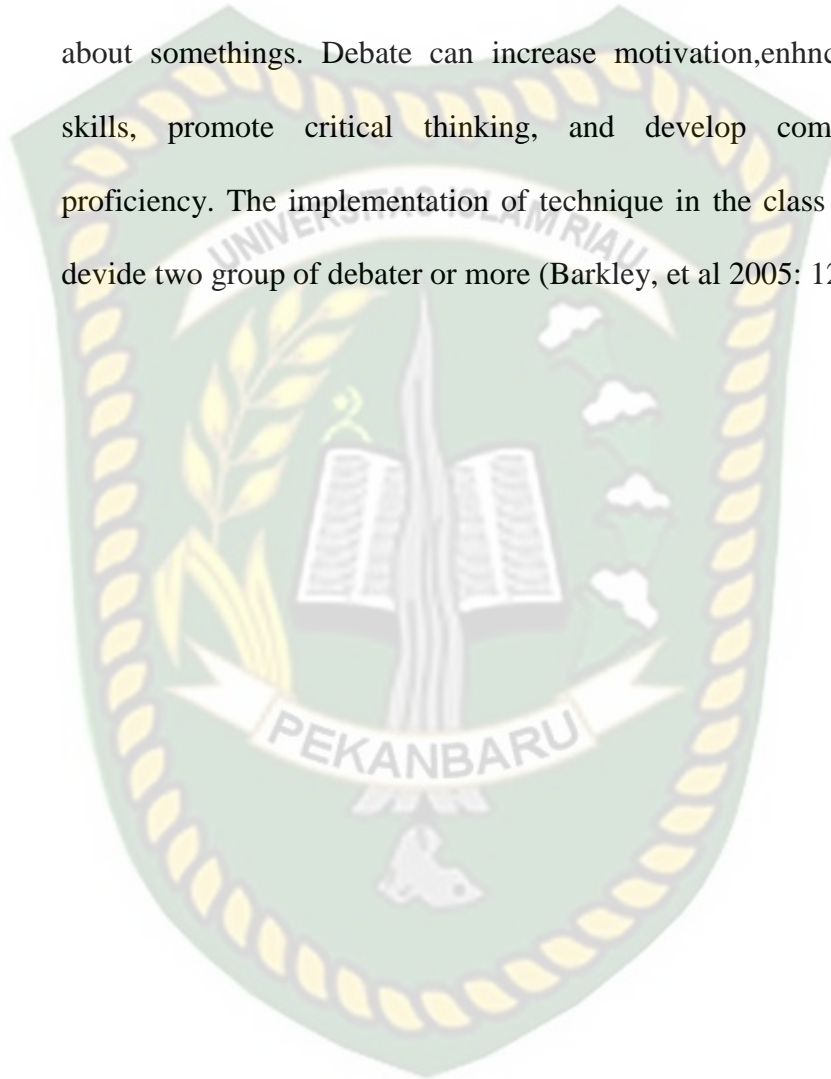
By presenting this research, the researcher hopes that the finding of the research may :

1. To give contribution for the students' to improving their speaking skill
2. To give some solution or information for students' English teacher and other readers about the teaching of speaking especially in speaking by using Critical Debate.
3. To give the description of the students' difficulty in speaking

1.7 Definition of Key Terms

1. Effect is something brought about by cause or agent (Morris:1979).
In this research, the researcher wants to test the theory about Critical Debate is suitable for teaching speaking and is there any significant effect on students' speaking skill.
2. Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned (Tarigan 1990:3-4)

3. Critical debate is a fairly complex Collaborative Learning Technique (CoLT) and thus requires ample preparation. Critical debate is discussion between people in which they express different opinions about somethings. Debate can increase motivation, enhance research skills, promote critical thinking, and develop communication proficiency. The implementation of technique in the class is students divide two group of debater or more (Barkley, et al 2005: 126)



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