

CHAPTER I

INTRODUCTION

A. Background of the Study

Since people been civilized, the ability to speak has become one of the best assets. Person who can manage this ability well will get many benefits. One of them is that they could be a leader among their society, and almost all great leaders in the world were also good in speaking. One example is the first president of Republic of Indonesia, Soekarno. He was well known as the magnificent leader and orator. By his speech, he could raise people's spirit to fight for the independence. In his era, he was also known as one of the best national leader, he could establish a good relationship with all people from many background.

In modern era, speaking ability can be used as a tool to survive. Those who have a good speaking ability can be a commentator in television, news anchor, presenter, or even a motivator. Besides, having a good speaking ability can be used as a powerful tool in society. It is in line with Richard and Rodgers (1986: 78), a person whether he can interact and communicate in his society or not will depend much on his speaking ability.

Based on the writer's experience, many people tend to learn English only for developing their speaking skill. They asked for the English speaking in order to be able to communicate, no more. They do not need grammar because it has something to do with writing, and they will not write anything in English but speaking. Besides, they need to be able to speak because speaking English is a

requirement for applying job. Many corporations are also asked their employees to take English speaking course. Those corporations want their employee to be ready to face the globalization era which needs English as the second language after their native language.

The trigger of those phenomena may come from the status of English itself. First, English has become an international language; the second is educational language, and the last is recreational language. English as an international language can be traced from 1919, when the Treaty of Versailles was composed not only in French, the common language at the diplomacy at the time, but also in English (Jain and Patel, 2008: 7). English as an educational language can be seen in the number of books and literatures of many sciences which are written in English. English is also a source of recreational of leisure. Person who knows English can enjoy the best stories, dramas, and novels written in English language.

Based on *Peraturan Menteri Pendidikan Nasional (Tahun 2006. No. 23)* the objectives of teaching speaking for senior high school is in order that the students are able to express meaning orally in the interpersonal and transactional, formal and informal in the forms of recount, narrative, procedure, descriptive, news items, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review in daily life.

Those who learn to speak English since they were a child will have a significant progress in speaking English compared to those who are not. But the reality is our educational system does not allow us to expose our speaking skill

massively. The focus of teaching English in our country is just on the rule of it, not how to use it effectively to communicate. The result is that many graduates of high school cannot speak English communicatively, and many of them cannot produce a correct speech or utterances, this is an implication of the lack-exposure of speaking when they were in elementary until senior high school.

Besides, speaking has become something that is difficult to be mastered by some students. They might totally silent if their teacher asks them to speak. There are many reasons why it happens. One of them is students are afraid of making mistakes. Another reason is that they do not understand the meaning of some words or sentences. And also students do not want to be embarrassed by their friends if they make mistakes. According to Jain and Patel (2008: 52), there are four general objectives of teaching English. The first is to encourage students to speak. The second is to enable students to speak English correctly. The third is to enable the students to write the language properly. The fourth is to enable the students to read the language with ease. The first two objectives are dealing with the speaking skill.

Further explanations that lead students discourage to speak are given by Xu (2011: 1). He states at least four aspects that make students discourage to speak. The first is that the students are afraid of making mistakes. It comes up because there is no enough chance to practice speaking in class. This leads to the result that the speaking skills of most students are comparatively lower than other skills such as listening, reading and grammar. Secondly, they do not want to be embarrassed by their friends if they make mistakes. It is common for some

students to laugh at their friends who make mistakes. For students, this kind of thing can avoid them to speak, so they will keep silent in order to prevent being embarrassed by their friends. Next, the topics are not interesting. When conducting discussion in the classroom, teachers very often choose the topic by themselves, they do not give the authority to the students for choosing the topics. As a consequence, students are not interested in the topic, and it makes them lazy to speak. The last is the classroom atmosphere is not encouraging. A class which has a good lighting and air circulation will create a relax condition for the students. And if the class is not clean and is crowded will make students feel uncomfortable.

There are many ways in teaching speaking. As quoted in Thornbury (2006: 72), typical activities include: dialogue, drama activities, role-play, simulations, games, discussions, informal classroom chat, and debate. Among those activities, debate is seen as the most dynamic activity in teaching speaking, because it involves all to students to actively participate.

In Indonesia, debate competitions have become the regular activities done by the universities and high schools. This could be seen as the most significant exposure of speaking skill. But this kind of exposure is merely done not in the formal or classical situation, it means that it is done outside the teaching and learning period. As a result, not all the students are able to speak well, only those who join debating club able to speak as well as they debate.

In debate, speaker cannot merely rely on their speaking ability. Since debating is a complex process that involved many aspects, debaters should be

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aware of what they speak, the material they bring, their circumstances, and the opponents they face. Here, thinking critically is a must for all debaters who want to be the winner in a debating round.

During the debate, speakers should be able to analyse their opponents' case, choose the most important and weakest argument and then use it to destroy them. Those sophisticated thinking process does not rise up automatically, it needs training to make our thinking become critical. According to Chaffee (2012: 4).

Thinking is the extraordinary process we use every waking moment to make sense of our world and our lives. Successful thinking enables us to solve the problems we are continually confronted with, to make intelligent decisions, and to achieve the goals that give our lives purpose and fulfilment. It is an activity that is crucial for living in a meaningful way.

Becoming a critical thinker transforms students in positive ways by enabling them to become an expert learner, view the world clearly, and make productive choices. Critical thinking is not simply one way of thinking, it is a total approach to understanding how you make sense of a world that includes many parts.

In Indonesian academic discourse, critical thinking has also become a new educational issue, and this has been reflected in the *National Development Program for the year 2000-2004 on education development*. Section A of the program, about General Problems, paragraph six, mentions that one of the problems in the national education is that “the culture of critical thinking is not yet socialized”. It seems educational system in Indonesia has not yet promoted this critical thinking skill as seen on

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<http://www.pendis.depag.go.id>.

Sistem pendidikan di Indonesia tidak memberi ruang bagi anak didik untuk berpikir kritis. Hal ini berimplikasi pada rendahnya kreativitas pelajar di Indonesia. Demikian diungkapkan dosen Fakultas Seni Rupa dan Desain (FSRD) ITB, Yasraf Amir Piliang, pada talkshow 100 Tahun Kebangkitan Nasional "Selamatkan Indonesia dari Kemiskinan" di Kampus ITB Jln. Ganeca, Bandung, Kamis (22/5). (Indonesian educational system does not give an enough space to think critically. It implicates to the low of the students creativity in Indonesia).

Menurut Yasraf, iklim belajar-mengajar yang tidak mengarahkan anak didik pada pembelajaran yang kritis akan mematikan hasrat siswa untuk kreatif. "Perlu ada strategi untuk memperbaiki pendidikan dasar dan menengah yang belum membuat anak-anak Indonesia menjadi seorang yang kritis," ungkapnya. (Based on Yasraf, the teaching and learning environment which is not lead students to the critical learning will eliminate the students' courage to be creative. "It needs a strategy to fix the educational system on the mid and high level to make them critical).

Hal serupa dikatakan staf ahli Dirjen Pendidikan Tinggi (Dikti) Asep Saefudin. Menurutnya, sistem pendidikan Indonesia cenderung mengarah pada feodalisme. Akibatnya, sistem pendidikan tersebut membuat anak didik kehilangan sarana untuk mengembangkan kreativitasnya. Sejatinya kreativitas dihasilkan dari pemikiran kritis anak didik. (The same thing has been said by the staff of Dirjen Dikti, Asep Saefudin. According to him, Indonesian educational system tends to feudalism. As the effect, this kind of thing makes students lose their creativity. Creativity is the product of critical thinking).

The description above tells us that students in Indonesia do not yet show their critical thinking skill which is very important to promote and improve their ways of learning and thinking in order to face the unpredictable challenge of the future. It is very regrettable fact since Indonesian's pluralistic society needs citizens who can fair-mindedly evaluate the relevance of different perspectives on complex problems. Additionally, making sound personal and civic decisions requires the ability to interpret accurately information filtered by media that emphasize promotion and imagery over reason.

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Making students thinking critically is not easy, since from the beginning of their educational stage, students tend to get score, not the process of learning. Parents and school mostly measure their intelligence by looking at their final score, no wonder if students are trying to get score as high as they can.

Debating leads students to think critically by asking them to build cases, making and answering rebuttals. They do not ask to merely agree or disagree toward their opponents' case; they must have a package of a reasonable reason to rebut their opponent's case. In one round of debate, there are many data and evidence that may rise up, not all those data are scientifically proven or true, and here the debaters should be able to see which data is true and not true. Asking and answering rebuttals may become the most suitable stage in observing students' critical thinking. In this stage, debaters try to defeat their opponents by using their weak point, it is the argument.

Junaidi (2011: 67) has applied critical debate technique in senior high school to improve students speaking ability. He found that critical debate technique can improve students speaking ability, it can also increase students involvement in teaching learning process, build appreciation for diversity and develop tolerance from other viewpoints, raise the motivation and interest, can establish the psychological therapy, and the last is to promote critical thinking. Both his research and this research are tried to reveal the effects of implementing debate in promoting students' critical thinking. The difference is that his research used free style debate which has no fix rule in it, and this research used Australian style.

Here, the researcher explained the implementation of Australian Parliamentary Debate in teaching speaking skill to the twelfth grade of SMA Trimurti Surabaya. The researcher also tried to see how far this debate can promote the students critical thinking ability. This school is chosen is based on several reasons. Firstly this school is well known as one of the best private school in Surabaya. Secondly, this school has been implementing Australian Parliamentary Debate (APD) to teach speaking for many years.

B. Problem Statements

Based on the background above, the problem statements can be stated as follows:

1. How is APD implemented in teaching speaking skill on the twelfth grade in SMA Trimurti Surabaya?
2. To what extent does the implementation of APD promote students' critical thinking?

C. The Objectives of the Research

Answering the problem statements above, this research has certain objectives. Those are :

1. To describe the implementation of APD (Australian Parliamentary Debate) to teach speaking skill on the twelfth grade in SMA Trimurti Surabaya.
2. To know the effect of APD implementation in promoting students' critical thinking skill.

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D. The Benefits of the Study

The benefits of this study can be seen as follows:

1. For the researcher

It can be the researcher's self improving about the debate. Since there are many ways in teaching speaking, and debate can be used as an alternative in teaching it.

2. For the English teachers

It can be an alternative technique to teach speaking skill to the students and how to promote their critical thinking as well.

3. For students

They can understand how the debate run and they can learn English better. They can also train their selves to think critically.

4. For other researchers

They can use the result of this research as the basic for another research. And they could conduct a better research based on this research.