

CHAPTER I

INTRODUCTION

The first chapter presents seven points, namely the background of the study, research question, objectives of the research, research hypotheses, significance of the research, scope and delimitation of the research, and definition of key terms.

A. Background of The Study

English and its communicative purpose can not be separated. Shaik (2016) pointed out that English is much more important as a medium for global communication and the consequent emphasis on training students to learn communication skills. This importance of communicative aspect is also shown on English curriculum which reveals that the mastery of communicate aspect is essential, hereby, the students' instructional materials must be in line with communicative skill and students' need. In accordance with the statement of the Depdiknas (2006) which formulated three general standards in teaching English in Senior High Schools; a) promoting communicative competence in writing and speaking b) stimulating awareness of English as a global language c) and improving students' awareness in understanding language and culture relationship.

The importance of communicative aspects to be learnt by students is supported by Gilberto Vaz (2013) which argued that one of the ways to improve students' communicative competence is through the practice of

speaking. That is why mastering speaking skills is beneficial for the students in acquiring elements inside it including critical thinking skills. Hereby, there are numerous ways that have been applied in facilitating the teaching and learning process of students' English speaking skills either traditional ways or modern ways.

Debate as one of the modern methods in teaching speaking skills has viewed as an active learning activity through critical thinking building, group discussion, and problem analysis activities. Susaniyah (2015) said that debating is an effective pedagogical technique because debating makes students to be more active and responsible in involving themselves in the teaching and learning process. Therefore, students' listening and speaking skills either their motivation in speaking can be built up by debating.

In general, debate is a speaking activity in the classroom which consists of two teams of two or more speakers to support or oppose the motion. It is supported by Dobson (1987) who asserts that debate is one of instructional techniques in improving students' speaking skill beside song, games, small-group discussion, and dialogues. Hasibuan and Batubara (2012) also prove that a language learning method to improve speaking ability and critical thinking is debate. In other words, debate is applicable to improve both skills. Debate is potential since it lets students discuss and connect to each other since they learn subject knowledge.

Debate has many benefits to be applied in teaching and learning process like Sarah (2015) stated that through debating students will do research and read more texts explaining phenomena in detail to assist them in arranging the arguments. It will automatically enhance their vocabulary and critical thinking too. In addition, students will be encouraged to think critically about issues that exist around the world. It is certainly going to increase students' knowledge and skills. Students should be trained in analyzing the cases widely. It means that the debate is done not only to be useful at the local course, but also desirable in which the students are also able to conduct debate in a wider space and able to be understood by international people. Absolutely, students had the stage to conduct debate formally and luxuriously for international scale.

Generally, there are two large categories of debate; applied which consists of judicial debate, special debate, non-formal debate, parliamentary debate, and educational or academic debate which consists of Academic Parliamentary Debate, Moot Court Debate, Mock Trial Debate, Cross Examination Debate (CEDA), Ethical, and Forensics.

Nowadays, English Parliamentary Debate is much practiced in institutions as a form of progress towards international education especially for students who want to learn English deeply. Debate has been the most common form of competitive academic activity used in most English-speaking nations including parliamentary debate, the different one. What

makes parliamentary debate different from other competitive debate is according to general audience, it is more oratorical, witty, and accessible (Branham and Meany, 1998). In addition, there are many styles of parliamentary debate, those are British style, American style, Asian style, and Australian style which have each own structure of debate.

Mostly, the World Universities Debating Championship and World Master tended to conduct the British style which was viewed as a dynamic, interactive and sometimes robust setting due to its elements of traditional parliamentary debate namely participant titles and certain formal observances (D'Cruz, 2003), although sometimes also used Australian Parliamentary Debate. But in Indonesia, the most practiced debate is Asian style, such as English Championship in IAIN Tulungagung, East Java Varsities English Debate in UM, Debate Tournament in Blitar, English Fair in UB, etc. It does not mean that Indonesian never used the others. British style consists of 8 debaters of 4 teams (prime minister, leader of opposition, deputy prime minister, deputy leader of opposition, government member, opposition member, government whip, opposition whip), meanwhile Asian just consists of 6 debaters of 2 teams. Indonesia tends to use Asian style; despite sometimes it also uses British. Asian style is assumed simpler and easier.

Debate can be used to improve several skills as well like students' critical thinking, speaking ability, and vocabulary skill as students read, understand the phenomena, and do research about them during the process

(Sarah, 2015). In addition, students will be encouraged to think critically about issues that exist around the world. It is certainly going to increase students' knowledge and skills. Students should be trained in analyzing the cases widely. It means that the debate is done not only to be useful at the local course, but also desirable in which the students are also able to conduct debate in a wider space and able to be understood by international people. Absolutely, students had the stage to conduct debate formally and luxuriously for international scale.

Because of those reasons, this study focuses on Asian Parliamentary Debate which has been modified by the researcher to make it easier and to adapt with the students' previous skill and need. A Modified Asian Parliamentary style debate consists of issue or motion being debated by two teams which is bestowed in an affirmative statement beginning with "This House", such as "This House Would ban smoking". "This House Believes That transgender should be allowed", etc. The two teams in this type are known as government and opposition team. While the modification here is in the duration of speech delivered by each speaker in two teams. The duration for each debater of each team is not 7 minutes 20 seconds like the real Asian Parliamentary Debate, but it needs only 5 minutes to know and assess the students' critical thinking when they apply this strategy and for the reply speaker (replier), the time is 3 minutes. By this strategy, Asian Parliamentary

debate, students of 11th graders at MAN 3 Blitar are expected to be able in mastering critical thinking and speaking ability.

Another focus with research dealing with debate was a study to improve writing ability especially discussion text. Meri (2017) conducted research which was about the implementation of British Parliamentary Debate system in learning discussion text, so the focus in this research was the students' reading skill in understanding the discussion text by using qualitative research. The British Parliament Debate provides different perspectives in evaluating issues within students' discussion.

In recent years, researchers have become increasingly interested in conducting studies dealing with debate to improve students' speaking ability and critical thinking. Jaya (2017) had described the use of debate instruction in general towards students' speaking ability and critical thinking. Debate contributes much in the whole aspect of critical thinking according to the result of the study. Fermandes (2016) which used CAR with two cycles to teach speaking by implementing debate technique at the second year of SMA Negeri 1 Lasusua. This research resulted that the debate implementation can enhance the students' speaking ability. In addition, Yulia and Aprilita (2017) conducted a study about the Asian Parliamentary Debate implementation in general speaking class of Senior High School. That study showed that second semester students' speaking ability of English Education Study Program could be improved by British Parliamentary Debate. Sanjaya, Nurweni, and

Hasan (2014) also conducted a study and found that the process of the Asian Parliamentary Debate implementation process ran successfully seen from the students' improvement in speaking. Furthermore, Nuraeni (2014) in her study also found that the implementation of classroom debate increased the students' speaking scores. In other word, students' speaking skill can be effectively developed by classroom debate. Susaniyah (2015) also found some advantages of debate such as increasing students' motivation, improving students' critical thinking, and developing students' communication skill on the use of active debate technique in teaching and learning. In addition, there was previous study like exploring parliamentary debate as a pedagogical tool to develop English Communication Skill in EFL/ESL classroom done by Eunice (2014) which resulted that debate can develop communication skills particularly in English which are consistent with the previous studies.

Other studies also had described that debate was effective to improve students' speaking skill in general. What makes this study different is the kind of debate applied that is Asian Parliamentary Debate. Two previous studies, the first one was Ulil (2016) in her study which talked about Australian Parliamentary Debate strategy in improving students' speaking skill. The study showed that Australian Parliamentary Debate strategy can be used to solve students' practical problem in learning speaking. While another one was about the general debate which formulated three procedures of

teaching speaking, namely a) pre-speaking, whilst-speaking, b) post-speaking, c) and closing the lesson. There are several advantages which students can get by implementing debate such as they feel enjoy, motivated, active, creative, and critical. Muji (2016) also conducted a study entitled Classroom Debate Strategy to Improve Tenth Grade Senior High School Students' Speaking Skill and found that the debate strategy successfully increased the students' speaking fluency which could be seen from the speaking ability score. In other side, there was a research by using debate method, but the focus was in argumentative writing ability conducted by Sueb (2011). The study showed successful result that in teaching and learning process, students became more active as they engaged with the other students in responding/commenting their friends' argumentations. Another research which used debate strategy also applied in another subject that was Geography. Selvina (2016) said that debate learning model can improve the students' critical thinking skills in Geography. In addition, the focus of all previous studies mainly about English language are about speaking ability in general, not about students' critical thinking in particular. Despite the importance of improving students' speaking ability by applying debate strategy, few researchers have studied about debate to improve students' critical thinking.

Therefore, based on Nuraeni (2014), Ulil (2016), Jaya (2017), the studies about debate and students' speaking ability have been extensively

studied. However, less attention has been paid to Modified Asian Parliamentary Debate strategy as a modified method and its impact towards both students' speaking ability and their critical thinking. Hereby, the researcher will work within a study which focuses on improving two important English ability as well which are speaking ability and critical thinking of students at the eleventh graders of MAN 3 Blitar by applying that Modified Asian Parliamentary Debate strategy.

Hence, additional study of the effectiveness of Modified Asian Parliamentary Debate towards students' speaking ability as well as their critical thinking is highly needed based on two reasons which are the implementation of debate towards students' critical thinking is rarely observed deeply according to some previous studies mentioned before and nowadays, students are asked to have Higher Order Thinking Skill (HOTS) in their curriculum. HOTS as explained by Thomas & Thorne (2009) is a thinking skill which requires students to understand facts, analyze one another, classify, and provide solutions. That's why, through Modified Asian Parliamentary Debate, students are expected to get used to think critically as well as improve their speaking skill.

B. Research Question

Referring to the research background, the researcher elaborated that the problems are as follows:

1. How is the students' critical thinking and speaking ability before being taught by using Modified Asian Parliamentary Debate strategy between experimental and control group?
2. How is the students' critical thinking and speaking ability after being taught by using Modified Asian Parliamentary Debate and conventional strategy between experimental and control group?
3. Is there any significant difference between control group and experimental group which was taught by using Modified Asian Parliamentary Debate strategy towards the students' critical thinking and speaking ability?

C. Objective of the Reserach

Based on the research problems, the objectives of this study are formulated as follows:

1. To find out the students' critical thinking and speaking ability before being taught by using Modified Asian Parliamentary Debate strategy between experimental and control group.
2. To find out the students' critical thinking and speaking ability after being taught by using Modified Asian Parliamentary Debate and conventional strategy between experimental and control group.

3. To find out whether or not there is significant difference between control group and experimental group which was taught by using Modified Asian Parliamentary Debate strategy towards the students' critical thinking and speaking ability.

D. Research Hypotheses

The hypotheses of this study are developed based on the previous findings. Hasibuan & Batubara (2012) also stated that debate is a language learning method in which two skills namely speaking ability and critical thinking can be improved. In other words, debate can be called as an applicable method to improve both skills mentioned before. Sanjaya, Nurweni, and Hasan (2014) found that the Asian Parliamentary Debate implementation process ran successfully seen from the students' improvement in speaking. Furthermore, Nuraeni (2014) in her study also found that the implementation of classroom debate increased the students' speaking scores. Susaniyah (2015) also found some advantages of debate such as increasing students' motivation, improving students' critical thinking, and developing students' communication skill on the use of active debate technique in teaching and learning. Other researchers such as Fernandes (2016), Yulia and Aprilita (2017) asserted that debate technique can improve students' speaking skill. According to those previous findings, the researcher

proposes alternative hypothesis (H_a) and null hypothesis (H_0). They are formulated as follows:

1. Alternative Hypothesis (H_a)

There is significant difference of using Modified Asian Parliamentary Debate strategy towards students' critical thinking and speaking ability.

2. Null Hypothesis (H_0)

There is no significant difference of using Modified Asian Parliamentary Debate strategy towards students' critical thinking and speaking ability.

E. Significance of The Research

For the students, using Modified Asian Parliamentary Debate can improve their speaking ability since they get used to speak after being given performance instruction from the researcher. In addition, the students implement this way effectively and positively towards debate skill including manner, matter, method, and critical thinking which is contributive for their speaking matter. The students can enlarge their prior knowledge which improves them in analyzing the materials of other subjects. The debate here, absolutely would improve the students' skill in analyzing the case. Obviously, it would be useful for students in many cases.

For the teacher, this study can be used as innovation in English language learning since teacher applies Modified Asian Parliamentary Method as a strategy on improving students' speaking ability and critical thinking in Senior High School. It means that the teacher can provide simple debatable motions rather than using conventional method to attract students' attention and critical thinking as well as their speaking ability when they deliver their arguments towards those motions. In addition, students have a new environment in learning speaking and developing their critical thinking through Modified Asian Parliamentary Debate.

The researcher also makes sure that the result of the research can be used as reference for those who want to conduct such study. It means that other researchers can conduct further research related to Modified Asian Parliamentary Debate in different area of teaching or in similar area by using a different methodology.

F. Scope and Limitation

The scope of the study is limited to the use of debate strategy towards the students' critical thinking in solving problems by providing logical arguments towards some issues which are given and speaking ability in the form of the students' way to construct sentences and how they deliver them at the eleventh grade of MAN 3 Blitar.

Because the variables of this study are complex enough, this study has limitation in developing standardized instrument to measure them. The limitation also happens when the researcher uses purposive sampling technique instead of simple sampling technique since the objects being observed are bilingual classes, not regular ones.

G. Definition of Key Terms

The following terms are defined operationally to avoid any misunderstanding and misconception within the research.

1. Effectiveness

Effectiveness refers to students' critical thinking and speaking ability which are increased after applying Modified Asian Parliamentary Debate of this study.

2. Critical thinking

Critical thinking refers to the ability to do objective information analysis and draw reasoned judgment. It involves the ability to identify issues, contexts, perspectives, assumptions, evidence, and implications of a case.

3. Speaking ability

Speaking ability is a productive ability that can be directly and empirically observed. Students produce their speech to communicate. When students produce it, there are some points can be measured, such as comprehension, fluency, vocabulary, pronunciation, and grammar.

4. Modified Asian Parliamentary Debate

Asian Parliamentary Debate is the rule of debate from Asia. Asian Parliamentary Debate consists of two teams who debate over an issue, more commonly called a motion. There are government/affirmative team and opposition/negative team which is in a group consists of 3 speakers. Here, point of interruption (POI) is permitted. The time to deliver arguments for each speaker is 7 minutes 20 seconds, while for reply speaker is 4 minutes 20 seconds. In this Modified Asian Parliamentary Debate, the time for each speaker is changed into 5 minutes and for the reply one is 3 minutes. It is assumed that by this modified time, the researcher has already had assessed students' critical thinking and speaking ability.