

CHAPTER I

INTRODUCTION

This chapter consists of seven sub-chapters. They are background of the research, research question, objectives of the research, subject of study, and significance of the research, scope and limitation of the research, definition of key terms.

A. Background of the Research

Speaking ability refers to verbal communication ability in a practical, precise, and functional using target language (Othman, Sahamid, Zulkefli, Hasyim, & Mohammad, 2015). The essential goal of teaching speaking is to encourage students to be able to speak in target language effectively and spontaneously. In contrast, it becomes something to fear for students because their less ability caused by less practice. Some reasons may influence them in their speaking improvement such as lack of confidence, fluency and pronunciation, and accuracy (Florez, 1998). However, it plays great role for students' future because it takes numerous aspects in life such as in college, community, and workplace.

The factor that also influences the speaking skill of students is their self-confidence. It is also important because students who have low self-confidence tend to shy to have public speaking or practice their speaking in front of other people. Making up their minds and taking responsibilities are also difficult for them (Sar, Ramazan, & Isiklar, 2010). Afraid of miss-

pronunciation, grammar, and lack of motivation indicate the less self-confidence of students which cause them not to start to speak. However, having good self-confidence will encourage the students to learn and have easier speaking practice. The less ability of speaking skill and less confident in public speaking are the factors of job or education competition inability. The low self-confidence also occurs because of the minimum stimulation from internal and external which leads to the students' stagnancy.

Relying upon speaking skill and self-confidence are not enough for students. They need brilliant idea and analysis in their context of speaking. The cognitive skill namely critical thinking plays great role in the success of the students. Critical thinking is valuable for students either in academic context or carrier. It has accepted much attention from educational stakeholders since it has been approved as fundamental skills for growing workforce of the 21st century. Furthermore, those skills need to be considered since demographic bonus need to be prepared by young generation to develop the country and to compete in industrial revolution 4.0.

Since speaking ability and critical thinking need to be the main focus of the education, there are many students get lost in those skills. Less stimulation can be the factor of that problem. It is really rare to see language teaching method which intensively combines the language ability of the students and critical thinking. Moreover, stimulating critical thinking cannot be instantly taught and it needs to be continuously. Based on the study of People Management Association of the Philippines, four out of ten new

graduates failed to get a job because of lack of critical thinking and communication competencies (Aclan & Aziz, 2015).

Many educationalists believe that a lot of activities for evaluative learning to enhance speaking skill should be incorporated in subject which aims at improving critical thinking skill and self-confidence. Bringing controversial issue into learning situation can create new environment and develop the tension that maintained rational judgment, reflection, and consideration of viewpoints (Zare & Othman, 2015). In this context, many studies suggest and show that debate is a useful approach to sustain critical thinking, self-confidence and speaking skill. Debate is well known as arguing two opposite sides which arguing the ideas. It consists of argument for and against a given proposition and it helps students to defend their opinion and express their feeling (Wulandari & Ena, 2018). Many senior high schools in Indonesia facilitate the students with debate as their extracurricular. Moreover, annual event of debate competition also hold Indonesia to intensify the enthusiasm of students.

Involving students in debate improves material mastery in promoting active learning. It rises up the students to articulate argument in its important terms, sustain a principle by acquiring and utilizing data and evidence, communicate and categorize information in comprehensively, also rebut the contrasting argument by assessing and analyzing it which is in a line with speaking ability of the students and their critical thinking (Zare & Othman, 2015). In debate, students encouraged to reveal the issue based on their team

position, either affirmative or opposition one. In stage of case building, they have to analyze their issue and communicate it with their friend. In this stage, their critical thinking in term of problem solving and oral communication ability are used. In debate section, they have to show their opinion based on their viewpoints, deliver and answer Point of Interruption (POI) and rebut their opponent's argument. It obviously required their competence in public speaking and fast analysis using their critical thinking.

Study conducted by Pezhman Zare and Moomala Othman (2015) focused on the perception of University students toward British style debate. Before taking the data, short training about classroom debate given by the researcher. The result shows that students found classroom debate is constructive, innovative and useful approach to develop critical thinking and speaking ability in teaching learning. Other study, conducted by Astri Wulandari and Ouda Teda Ena (2018) shows that debate activities develop high school students public speaking, help them to enrich their vocabulary, and boost their confidence.

This study aims at the relationship among debate method, critical thinking, and self-confidence to enhance students' speaking skill. This present study uses path analysis to reveal those independent and dependent variables. It is different from previous studies research which focuses on how students' perspective on debate to develop their critical thinking and oral communication skill or other research that only focus on debate in developing senior high school students speaking skill.

B. Research Question

1. What is the direct contribution of debate toward students' critical thinking?
2. What is the direct contribution of debate toward students' self-confidence?
3. What is the direct contribution of debate toward students' speaking skill?
4. What is the indirect contribution of debate and critical thinking toward students' speaking skill?
5. What is the indirect contribution of debate and self-confidence toward students' speaking skill?

C. Objective of the Research

1. To find out the direct contribution of debate on students' speaking skill
2. To find out the direct contribution of debate on students' critical thinking
3. To find out direct contribution of debate on students' self-confidence
4. To find out the indirect contribution of debate and critical thinking on students' speaking skill
5. To find out the indirect contribution of debate and self-confidence on students' speaking skill

D. Significance of Research

Theoretically, the result of this study is expected to give contribution to teaching English, especially for Senior High School. Learning English is not only limited on textbook. Further, giving more approach which can be the platform to the students to practice and develop their speaking skill is

necessary. It can be achieved through debate. Beside that, it also gives students opportunity to elevate students' critical thinking by analyzing and criticize the case.

Practically, the result of this study is expected to give contribution to the teachers, schools and other the writers. For English teacher in the senior high school level, the findings of this research can be taken into consideration in the process of speaking to improve the teaching strategies applied by the teacher. For other senior high schools, they can put this debate technique into their language learning approach. Finally, for other the writers, the finding of this research can be used as valuable sources to conduct further research of the same teaching strategies using different method and situation like in vocational high school and university.

E. Scope and Limitation of the Research

This study focuses on direct and indirect contribution of debate, critical thinking, self-confidence, and speaking skill as the variables in this research. The direct contribution consists of how debate contributes on students' critical thinking, self-confidence, and speaking skill. The indirect contribution consists of how debate contributes to students' speaking skill trough critical thinking and self-confidence. All those variables are retrieved from vocational and senior high school students who join English debate competition namely East Java English Club 4 (EJEC 4 2020) that held at SMK PGRI 2 Kediri.

F. Definition of Key Terms

1. Debate

Debate is a method to persuade the audience by using the issue or topic (called motion) and deliver logic argument from affirmative who arguing the favor and opposition who reject the issue. For both affirmative and opposition, they have role to involve constructive argument with well explained opinion and evidence, refutation or rebuttal, and counter argument.

2. Critical Thinking

Critical thinking as reasonable reflective thinking that is focused on deciding what to believe or do. It refers to the ability of making reasonable judgment and analysis.

3. Self-confidence

Self-confidence is an individual's recognition of his own abilities, loving himself and being aware of his own emotions.

4. Speaking Skill

Speaking is an important skill which is done by producing voice of words. It is using for communicating with others. Speaking ability refers to verbal communication ability in a practical, functional and precise way using the target language.