

1. INTRODUCTION

This chapter discusses several substantives relating to the reasons in conducting the research: The background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research as well as the definition of key terms, discussed as follows.

1.1. Background of the Problem

Nowadays, speaking has become increasingly important to be mastered by senior high school students. They are expected to be able to speak English in order to achieve the goals of the curriculum implemented by the government. They also need to master speaking in order to be able to use it for the communicative purposes. According to Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving as well as processing information. Its form and meaning are dependent on the context in which they occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*).

If we withdraw several statements from the theories above, it can be seen that speaking does not only encompass the ability of delivering feelings or thoughts in spoken language. Speaking is an activity done by people in order to communicate and interact with other people, and aspirate their voice and ideas in spoken language. This is a two-way process where the people have to consider delivering their verbal ideas comprehensively, understanding interlocutors' ideas and giving the understandable and relevant responses towards the topics given by the interlocutor. In the context of teaching and learning process specifically in the teaching of speaking, the English teacher has to encourage students to be more aware to develop their communication skill. The students are required to establish a good speaking by considering several aspects. In example, the aspect on how they deliver ideas and refute others' ideas (students' attitude), on how they overcome their deficiency in speaking skill (students' communication strategies), on how they gather ideas (brainstorming) before they speak, and so on. Therefore, in teaching and learning process actually students are required and expected to have sufficient skill in speaking.

However, according to Byrne (1977), the senior high school students often have difficulties in speaking although they have studied English for three years in junior high school. If I see statement proposed by Byrne, I have a notion that there might be a systematically inappropriate system in our education. Even if our curriculum demands English teachers to develop appropriate and creative techniques in the teaching of speaking in order to encourage students to achieve the required competencies established by the ministry of education, the implementation of the curriculum is still problematic. It can be found in English

teaching and learning process in Indonesia specifically in Lampung. Subjectively, I have experienced teaching in the class where the time allocation given for conducting speaking class is insufficient. It means that speaking is not a priority in the teaching of English. Some teachers allocate a bigger portion to the written exercises than the spoken exercises. They prioritize students' results in answering the written tests. The students' achievements in the mid semester test, national examination and the preparation test to enter state universities are being English teachers' concern. It is not anomalous if most students of senior high school find many difficulties in speaking. Most of them usually feel hesitated and ashamed to speak up because they are not accustomed to the circumstances that require them to communicate orally. They also cannot overcome their lack of ability in speaking.

In accordance with the School-Based Curriculum (*Kurikulum tingkat Satuan Pendidikan/KTSP*), the goal of teaching language in the senior high school is that the students are expected to get involved in the communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information and delivering their ideas in this developing global information, communication, and technology era. In order to achieve the goals of the curriculum in English teaching and learning process, integrating students' knowledge and attitude in speaking should be taken into account considering the needs of senior high school students in the future. It means that students of senior high school are required to have sufficient competencies in oral communication that covers negotiation skill, critical thinking, public speaking skill, and so forth. Therefore, in order to achieve those goals and accommodate

students' needs in the future, one of techniques that can be implemented by teachers in English classroom particularly in speaking class is debate.

In the practical use, debate is conducted to solve some problems in the parliamentary or governmental level. In the parliament, the proposed policies by the government cannot be easily approved without any tough debate between government side and opposition side. The government side needs to persuade the parliament members to approve the policies. In the debate, the government side usually consists of several speakers to persuade the parliament members and the opposition side has their speakers to oppose government's policies. Thus, generally there are two sides consisting of government and opposition sides in the parliamentary debate. Specifically, there are several formats in the parliamentary debate such as British Parliamentary Debate and Asian Parliamentary Debate. The history of the country and the geographical location of the country usually become the consideration of the country to implement certain formats of debate.

Nowadays, debate is getting more popular among the senior high school students. In Indonesia specifically in Lampung, there are many senior high school debate competitions conducted annually. This should be a momentum for English teacher to encourage students to learn debate. Through debate, students can sharpen and explore their verbal communication skill. They can exercise their argumentation skill among friends, critical thinking, and their skill in negotiation and public speaking. In the teaching of English especially speaking, this technique is appropriate to be introduced in senior high school level considering the characteristics of senior high school students' cognitive development that is

described by Piaget. According to Piaget (1973), most high school students have achieved the formal operational stage. These students can think abstractly and need fewer concrete examples to understand complex thought patterns. Generally speaking, most students share the following characteristics:

1. Need to understand the purpose and relevance of instructional activities
2. Are both internally and externally motivated
3. Have self-imposed cognitive barriers due to years of academic failure and lack self-confidence
4. May have “shut down” in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning
5. Want to establish immediate and long-term personal goals
6. Want to assume individual responsibility for learning and progress toward goals.

Davidson (1996) states that with practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments. Nisbett (2003) declares that debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. In addition, the researcher also has conducted a pre-observation in one of senior high schools in Bandar Lampung that was SMAN 5 Bandar Lampung. He found that the implementation of the debate technique in that school was very potential to develop students' speaking. Therefore, based on some theories, and several previous findings, the researcher was very interested in conducting the research

and he entitled the script “**The Implementation of Asian Parliamentary Debate Technique in Teaching Speaking at the Second Grade Students of SMAN 5 Bandar Lampung.**”

1.2. Formulation of Problems

Based on the background that has been discussed above, the researcher formulated the problems as follows:

1. How is the implementation of the Asian Parliamentary debate in the teaching of speaking?
2. Is there any increase of the students’ speaking ability after being taught by using the Asian Parliamentary Debate technique?
3. What problems do the students face in the implementation of Asian Parliamentary Debate in the teaching of speaking?

1.3. Objectives of the Research

The objectives of this research comprise:

1. To examine the process of the implementation of the Asian Parliamentary Debate technique in the teaching of speaking.
2. To find out the increase of the students’ speaking ability after being taught by using the Asian Parliamentary Debate technique.
3. To identify the problems faced by students in the implementation of Asian Parliamentary Debate in the teaching of speaking.

1.4. Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research is expected to provide a reference to readers who would like to conduct further research about the implementation of Asian Parliamentary debate technique in teaching speaking.
2. Practically, this research can be used as information and reference by English teachers to apply the same technique in encouraging students' critical thinking and developing students' speaking ability in the teaching of speaking.

1.5. Scope of the Research

This research was conducted in SMAN 5 Bandar Lampung, academic year 2013/2014. The subject of this research was XI A II class. The focus of this research was to investigate and examine the process of the implementation of the Asian Parliamentary Debate technique during the teaching and learning process in the classroom. It also examined the influence of the technique towards the students' speaking ability and the students' perception. The main reason why the researcher chose SMAN 5 Bandar Lampung was that this school was one of senior high schools in Bandar Lampung which had a strong commitment in introducing spoken English to the students. Thus, this condition gave a contributive contribution towards the research.

1.6. Definition of Key Terms

In order to avoid misunderstanding from the readers, definition or terms are provided as follows:

Speaking is an ability of the student in delivering and responding ideas and thoughts orally.

Debate is a form of speaking activity where the students give their arguments towards related topics and rebuttal towards opposite's arguments.

Asian Parliamentary Debate is a form of a debate that consists of two groups or teams and each team or group consists of three speakers. Those two groups are the positive team which proposes certain topics and the negative team which opposes the topics.

Implementation is the process of applying the Asian Parliamentary Debate technique during the teaching of speaking.