

CHAPTER I

INTRODUCTION

A. Research Background

Speaking skill is the ability to perform the linguistic knowledge in the actual communication. Moreover, speaking is also one of very important main skills which need to be mastered and learnt by all students at school. In this case, by mastering speaking skill the students are able to carry out conversations with others, convey meaning, express their feeling, give the ideas, opinions and exchange the information with others as well.

Speaking skill is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing and also processing information. It means that, if the students are good in speaking skill it will make the students much easier to communicate and interact with teachers and their friends as well, so that teaching and learning English can run well.

In curriculum of KTSP, the goal of teaching speaking skill is communicative efficiency. It means that, the students have to be able to master speaking skill and use it to communicate with others. In this case, the teacher should help students in order to develop the students' knowledge by providing the authentic practice which prepares students for real life communication. According to Luoma (2004:1), "Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

In these cases, the teacher are demanded to be responsible in order to make the students to be active and able to speak English correctly. Meanwhile, the teacher also has to be able to encourage the students and build their spirit up so that they can be more confident to speak English. In order to make the students to be more enthusiastic for practicing speaking skill, the teacher should give a lot of chances for students to practice their speaking skill so that they can speak English well.

Harmer (1998:96) stated that speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Therefore, teaching speaking should be done through interesting and appropriate technique in order to make the students can be more active, confident, and brave to speak English.

There are a lot of techniques that can be used by teacher for teaching speaking. One of the techniques that can be used for teaching speaking is Spontaneous Argumentation Debate (SPARD). It is an effective technique because all students will be involved and have more opportunities to speak English. According to Somja and Janssem (2015:30), “There was an effective and indeed significant increase to the result, by using debate technique. The result demonstrated that there was development in speaking ability after the experiment”. Moreover, as stated by Nuraeni (2014:71), “Debate is effective technique to improve students’ speaking skill”. It can be said that, debate technique is seen as an active learning process to be implemented because students will practice and learn more through a process of constructing and

creating creative ideas besides working in a group and sharing knowledge as well.

On the other side, debate is a teaching technique which is used in order to practice verbal communication skills so that the students not only can develop their ideas but also can practice their speaking skill. According to Rubiati (2010:43), “Students’ speaking skill increased as well as their motivation in speaking and they were interested speaking through debate”. In spite of that, the effectiveness of debate technique was also stated by Alasmari and Ahmed (2013:151), “Debate can be used to learn English in both formal and informal settings. It is such an activity that engages learners in practicing all skills of English language”. On the other hand, as stated by Snider and Schurer (2006:31), “Debate involvement naturally produces improved public speaking skills”.

Based on the explanation above, it can be concluded that spontaneous argumentation debate technique is an effective and appropriate way in order to practice students’ speaking skill at the eleventh grade students of SMK Mandiri Pontianak because by implementing this technique the students had more opportunities to speak English. Therefore, these reasons made the researcher decided to carry out a research entitled “The Effectiveness of Spontaneous Argumentation Debate (SPARD) Technique towards Students’ Speaking Skill”. This technique could be implemented well and brought a positive influence in process of learning and teaching speaking to the eleventh

grade students of SMK Mandiri Pontianak in the academic year of 2015/2016.

B. Research Problems

Based on the research background above, the research problems formulated by the researcher were:

1. Is the use of SPARD technique effective towards students' speaking skill to the eleventh grade students of SMK Mandiri Pontianak in the academic year of 2015/2016?
2. How strong is the effectiveness of SPARD technique towards students' speaking skill to the eleventh grade students of SMK Mandiri Pontianak in the academic year of 2015/2016?

C. Research Purposes

Based on the research problems that the research formulated above, the research purposes in this research were:

1. To find out whether the use of SPARD technique is effective or not towards students' speaking skill to the eleventh grade students of SMK Mandiri Pontianak in the academic year of 2015/2016.
2. To find out how strong the effectiveness of SPARD technique is towards students' speaking skill to the eleventh grade students of SMK Mandiri Pontianak in the academic year of 2015/2016.

D. Significance of Research

1. For students

In this research, the students were expected to have high motivation in practicing and mastering speaking skill so that the students can speak English well.

2. For English teacher

This research was expected could help teachers in order to teach speaking in the classroom by using interesting technique, especially by using spontaneous argumentation debate technique.

3. For readers

Hopefully, this research can help the readers to get some information in order to practice and master speaking skill.

4. For other researcher

The result of this research would be useful to others researcher who want to conduct research about speaking skill because it can be used as a source of information.

E. Scope of Research

1. Research Variable

Research variable is an important part in a research. A variable is a general class of objects, events, situation, characteristics and attributes that are of interest to the researcher (Balnavas and Caputi, 2001:46). Mean while, a variable is a characteristic or attribute of an individual or an organization that the researchers can measure or observe and varies among

individuals or organizations studied (Cresswell, 2012: 211). There are two kinds of variables. They are independent variable and dependent variable.

a. Dependent Variable

Dependent variable is the effect of the independent variable. The variable on which the effects of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter (Ary *et al*, 2010: 266). The dependent variable in this research was students' speaking skill.

b. Independent Variable

Independent variable is a variable that will influence the dependent variable. Balnaves and Caputi (2001:46) stated that the independent variable has an impact on the dependent variable. The independent variable in this research was the use of Spontaneous Argumentation Debate (SPARD) technique.

2. Research Terminology

The researcher provides the following explanations which are used in this research. The terms are below:

- a. Spontaneous Argumentation Debate (SPARD) is a quick debate, enjoyable and an excellent activity for language learning which used to help students in developing speaking skill.
- b. Speaking skill is the activity to produce voice, the way to interact and communicate with other through words and phrases.

F. Research Hypotheses

A hypothesis is a tentative statement of the outcome in the research. It is a temporary explanation and prediction of a research. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest (Marczyk, DeMatteo and Festinger, 2005:8). On the other hand, Singh (2006:54) stated that hypothesis is a tentative statement about the solution of the problem. Thus, a null hypothesis represents the hypothesis that we are trying to reject, while alternative hypothesis represents all other possibilities. The null hypothesis is generally symbolized as H_0 and the alternative hypothesis as H_a . The hypothesis of this research can be stated as follow:

1. Alternative Hypothesis (H_a)

Spontaneous Argumentation Debate (SPARD) technique was significantly effective towards students' speaking skill to the eleventh grade students of SMK Mandiri Pontianak in the academic year of 2015/2016.

2. Null hypothesis (H_0)

Spontaneous Argumentation Debate (SPARD) technique was not significantly effective towards students' speaking skill to the eleventh grade students of SMK Mandiri Pontianak in the academic year of 2015/2016.