

CHAPTER I

INTRODUCTION

In this chapter, the present researcher describes; background of the study, previous study, problem of the study, hypothesis of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, operational of study, frame of discussion.

A. Background of Study

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.¹ Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.²

According to Kayi speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content.³ speaking is one of main skill of the English Department of state islamic institute (IAIN) Palangkaraya. At the second semester the students , the students take speaking II course is expected to be able to give information, evaluating problem, problem solving, as well as understand and reflect on other's people feelings.⁴

One of the activity that is used for speaking activity to achive the objective of expresing asking and giving information, evaluating some problems, and make comparassion. Those tasks can take place through two types of learning scenario :

¹ Glenn Fulcher, *Testing Second Language Speaking*, Britain: Pearson Education Limited, 2003, p. 23

² A S Hornby, *Oxford Advanced Learners Dictionary of Current English*, NY: Oxford

³ Emma Rosana Febriyanti. "*Teaching Speaking of English as a Foreign Language*". Banjarmasin: Universitas Lambung Mangkurat.p2

⁴ Syllabus speaking II

simulation and group discussion. Debating is an activity in the simulation types of those tasks that encourages thinking skill.

This research is inspired by the researcher's own experience. She used to be familiar with Australian debate system when she was senior high school, then when she is students of university she uses British Parliamentary debate system based on National University English Debating Championship (NUEDC) held by directorate general of higher education (Dikti). In which this debate system motivates the researcher for doing this research in investigating students' critical thinking.

British Parliamentary debate system, is one kind of debate that is used from students in university around the world. Being debaters is not as easy as it seems. The debaters need to have ability to make opinion, rebuttle, make rebuttles with strong arguments, clear reason and evidence in order to persuade the judgements. Debating is not discussion so the debaters need to have critical thinking, as everything. To allow the exchange idea, the debaters need to be fast critical thinkers.

Critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth. Then too, there are specific types of critical thinking that are characteristic of different subject matter: That's what we mean when we refer to "thinking like a scientist" or "thinking like a historian."⁵

Critical thinking for students in university is important, the students in university must be able speak with evidence or speak critically. scientifically speaking, is very possibly A study of over 1100 college students shows that scores on a college level critical thinking skills test significantly correlated with college GPA. The

⁵ Daniel T. Willingham. *Critical Thinking*. America : american Educators. 2007. P1

researcher chooses students at third semester who take speaking II. To motivate them to learn more about debate, because BPDS is used for students' championship of debating.

Based on the problems above, the researcher decides to carry out a research entitled “ **THE EFFECT OF BRITISH PARLIAMENTARY DEBATE SYSTEM ON STUDENTS CRITICAL THINKING AT STATE ISLAMIC INSTITUTE OF PALANGKARAYA ACADEMIC YEAR 2015-2016**”

B. Previous Study

There are many related theses belong to this research.

The first is the effects of debate competition on critical thinking among Malaysian second language learners, the researchers are Moomala Othman, Husniah Sahamid, Muhammad Harrith Zulkefli, Rosnani Hashim and Faizah Mohamad. Faculty of Educational Studies, University of Putra, Malaysia University of Exeter, UK International Islamic University Malaysia (IIUM), Gombak, Selangor, Malaysia University Institute Technology Mara (UiTM), Shah Alam, Selangor, Malaysia the instrument of this study is interview and New Jersey Test of Reasoning Skill, (NJTRS). It found that debate has an effect of critical thinking.

The second is the effectiveness of british parliamentary debate system on students' critical thinking ability the researcher is Syamdianita students of Mulawarman university, East Kalimantan. The instrument of this research is problem solving task and it found that students who are taught by using british parliamentary debate system perform better critical thinking ability than those students who are taught by using group discussion.

The third researcher is Richa Rubicha by the title IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE (A Classroom Action Research with First Semester Students of English Language Teaching Department

Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011) a students action research this research. The research used debate class to improve students' speaking ability.

The three theses are different from this thesis. The first thesis focuses the effectiveness of debate on students critical thinking the instrument is . The second thesis focuses on students critical thinking ability and the instrument is problem solving ability. The third thesis is focused on improving students' speaking ability by using debate class. This thesis is focused on students' critical thinking ability. The researcher implements british parliamentary debate system and the instrument based on syllabus.

The similarities from those theses are, the first, second, and the third research use british parliamentary debate system as independent variable and critical thinking ability as dependents variable.

C. Problem of Study

The problem of study in this research is

1. Is there significant effect of British Parliamentaru Debate system on studnets' critical thinking at state islamic institute of Palangkaraya academic year 2015-2016?

D. Hyphoteses

1. Ha : There is significant effect of British Parliamentaru Debate system on studnets' critical thinking at state islamic institute of Palangkaraya academic year 2015-2016.
2. H0 : There is no significant effect of British Parliamentaru Debate system on studnets' critical thinking at state islamic institute of Palangkaraya academic year 2015-2016.

E. Limitation of The Study

The study belongs to experimental research design. The focus of the study is students' critical thinking perform between experiment and control group , students of English Education of state islamic institute of Palangka Raya, at third semester.

F. Assumption of the Study

The Assumption of this research is BPDS has significant effect of British Parliamentaru Debate system on studnets' critical thinking at state islamic institute of Palangkaraya academic year 2015-2016.

G. Objective of the study

The objectives study of this research is

1. To measure the significant effect of British Parliamentaru Debate system on studnets' critical thinking at state islamic institute of Palangkaraya academic year 2015-2016.

H. Significance of the Study

The result of this study is to measure the effect of british parliamentary debate system on student' critical thinking. The researcher hopes the result of this research may become references for IAIN Palangkaraya in improving students' critical thinking. To motivate the students to join debate competition in Indonesia, after the know the benefit of debate.

I. Operational Difinition

1. Critical thinking

Critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately,

demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth. Then too, there are specific types of critical thinking that are characteristic of different subject matter: That's what we mean when we refer to "thinking like a scientist" or "thinking like a historian."⁶

2. British Parliamentary Debate System

Based on NUEDC (National University English Debating Championship) system that is used for students in university is British Parliamentary debate system.⁷ There are four group each debate, and every debate has 2 people as the members.

J. Frame of Discussion

Chapter I : The introduction consists of background of the study, previous study, problem of the study, hypothesis of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, operational of study, frame of discussion.

Chapter II : The review of related literature consists of , debate system, british parliamentary debate system, critical thinking.

Chapter III : Research method consists of research type, research design, variable of the study, population and sample, research instrument, data collections, data analysis.

⁶ Daniel T. Willingham. *Critical Thinking*. America : american Educators. 2007. P1

⁷ Kementrian pendidikan *PedomanNUEDC..* p 11