CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Concepts of speaking

a. Definition of Speaking

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.

According to Hall speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating.[2] Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.[3]

In short speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

b. Elements of Speaking

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

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

[2] *Ibid*, p. 21

[3] A S Hornby, *Oxford Advanced Learners' Dictionary of Current English,* (NY: Oxford University Press, 1987), 6th Ed, p. 827.

1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.[4] We often need ask for clarification when we are listening to someone else talk.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

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[4] Jeremy Harmer, *the Practice of English Language Teaching,*(Pearson Education limited England: 2002), 3rd Ed., p. 269.

c. Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

d. Characteristics of Spoken Language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:[5]

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

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[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 270-271.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like,* etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.[6]

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[6] *Ibid.*

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum –without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.[7]

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

e. **The Factors of Speaking Skill**

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process:

1. Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.

[7] *ibid*.

2. Grammar.

3. Vocabulary.

4. Fluency: the ease and speed of the flow of speech.

5. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.[8]

The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech.

f. Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used are:

1) Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.[9] This frequently involves them in coming out to the front of the class.

2) Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.[10]

3) Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the

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[8] David P. Harris, *Testing English as a Second Language*, (Georgetown University: 1969), p.81-82.

[9] Jaremy Harmer, *Op. Cit*, p. 271

[10] Jo Mcdonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher's Guide,* (UK:Blackwell Publishing,2003), 2nd Ed), p.144.

language they might use to say it. Many students feel extremely expose in discussion situations.[11]

4) Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.[12]

5) Questionnaires

Questionnaires are useful because by being pre planed they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.[13]

6) Simulation and role-play

Many students derive greet benefit from simulation and role-play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.[14]

7) Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to

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[11] *Opcit,* p. 272
[12] *Ibid*, p. 274
[13] *Ibid*
[14] *Ibid*

engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.[15]

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

g. The Roles of Teacher in Speaking Class

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, three have particular relevance if teacher are trying to get students to speak fluently:

1) Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a "deed end" of language or ideas.

2) Participant: teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the

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[15] J. Michael O' Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley company inc :1996)*, p.87.

activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

3) Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback teacher gives in particulars situation.[16]

Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs well.

2. Concepts of Debate

a. Definition of Debate

A debate is a speaking situation in which opposite points of view are presented and argued.[17] A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.[18]

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[16] Jeremy Harmer, *Op. Cit,* p. 275

[17] Paulette Dale and James C Wolf, *Speech Communication Made Simple*, (NY: Miami-Dade Community College, 2000, 2nd Ed), p.176

[18] William Littlewood, *Communicative Language Teaching,*(UK :Cambridge University Press: 1981), p.57

Debate is data in which people take up positions, per sue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person.[19]

Debate is one of effective speaking activity which encourages students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them.[20]

Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position

b. **The Benefits of Debate**

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.

2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.

3) Questioning skill developed in and struggle--often in the face of disappointment and defeat.

4) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.

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[19] Ronald Carter and Mc Carthy, *Exploring Spoken English*, (UK :Cambridge University Press: 1997), p.10

[20] J. Michael O' Malley and Lorraine Valdez Pierce, *Op. cit,* p.85

5) Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

6) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem-solving skills.[21]

Because of some benefits above, debate really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.

c. The Parts of Debate

In the debate technical system, we will get some items which relate to the debate process. The following are some items related to debate:

1) Motion

The topic debated is called a motion. Usually, motion stars with word like "this house" (TH) or "this house believes that (TH) or "this house believes (THBT)". Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental

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[21] Joe Bellon, *A Research-based Justification for debate Across the Curriculum,* (Atlanta, Georgio State University: 2000, Vol 36), p.4.

education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition

Debaters should "down to earth" or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard' thus we need to define it first. Or anyway, when we heard motion, "that sex education must be socialized in the school" what we need to do is giving the global meaning on it.

3) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question "why" one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent's case.

4) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why, rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal.

Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling

down. Detailed rebuttal: it is an attack towards each argument or example.

6) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable.[22]

Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

d. A Debate Classroom

The form of debate is varied in use. In speaking classroom, debate can be taken such the following procedures:

1) Dividing students into two teams.

2) Selecting debate topic and assigning the two teams to debate the topic.

3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.

4) Presenting the topic and format of the debate.

5) An example format of the debate as following:

a) Side 1 presents opening arguments, with three members each giving a statement.

b) Side 2 presents opening arguments, with three members each giving a statement.

c) Side 1 has chance for rebuttal

d) Side 2 has chance for rebuttal

e) Side 1 has chance for a second rebuttal

f) Side 2 has chance for a second rebuttal

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[22] Mellshaliha, *Debate Rules*, http://mellshaliha.multiply.com.journal/item/17Australasian_english_debate_rules, p.1. Accessed on October 3rd, 2010.

g) Side 1 takes time for a conclusion.

h) Side 2 takes time for a conclusion.[23]

Debating usually consist of three members in every team, although sometimes four members in many debates. Debates are varied in use, sometimes it used based on the number of students   in the classroom and the level of students.

e. Debate to improve speaking skill

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the "prerequisites "for effective oral communication. What make the classroom activity useful for speaking practice? the most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways to encourage students to improve their speaking skill is by using debate.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language

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[23] Paul B. Pedersen, *110 Experiences for Multicultural Learning*, (Washington DC: American Psychological Association, 2002), p.88-89.

functions: describing, explaining, giving and asking for information, agreeing and disagreeing.[24]

Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate.

f. Strengths and Weaknesses of Debate in Speaking Classroom.

Every technique that applied in process learning and teaching has strengths and weaknesses. It is also happens in debate technique. Debate has much strength. They are:

1) Train the students to cooperate well with other friend. In debating, students are trained to work in team and hoped to have good cooperation each other.

2) Train the students to express their opinion. Opinion is very needed in process of debating. Students are encouraged in expressing their opinion to defend their position.

3) Students not bored, but very enjoy with debate activity. Every student takes a role in debating, so they are actively join the activity.

4) Improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they have a lot of opportunity in practicing speaking.

Although debate has many strengthens in learning process, it has many weaknesses too. The weaknesses are stated as below:

1) Debate is only used for certain subject. Debate technique only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument.

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[24] J. Michael O' Malley and Lorraine Valdez Pierce, *op.cit,* p.87.

    2) Debate needs long times and preparations.[25] Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.

    3) Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument.

B. Previous Research

There are many related theses belong to this research.

1. A researcher Zainul Muttaqin (3104374) Tarbiyah Faculty IAIN Walisongo Semarang has conducted a study "Teaching Conversation Gambits to Enhance Students' communicative competence in English debate (An action research with WEC Walisongo English club of IAIN Walisongo Semarang year 2008 /2009)". This research found that students of WEC got a good level to the five components of students' communicative competence in English debate such as the ability in using gambits, vocabularies, grammatical structure, fluency and speech contest. In the last result students got average score 8.0 that mean the students have a good level in English debate after being taught the gambits.[26]

2. Carna Wiwitanto (2201464578) Languages and Arts Faculty Semarang State University in his study "The use of Australasian parliamentary debate system as an English interactive program based on disciplined eclecticism approach to implement KTSP in teaching speaking (an action research of the year eleven of science program of senior high school 11 Semarang in academic year 2009/2010)". He concluded that debate which is applied to teach students

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[25] *Ibid*

[26] Zainul Muttaqin (3104374) Tarbiyah Faculty, *Teaching Conversation Gambits to Enhance Students' Communicative Competence in English Debate,* (Unpublished paper: 2008/2009).

class XI students of senior high school was an effective technique. It could encourage the students to explore their knowledge as well as to speak and it was proven by the statististical result analysis of pre and post test that by using debate to teach speaking could improve the Students' speaking skill. The T – test result (13.64) was higher than table (1.55) at 0.05 alpha level of significant.[27]

Both theses are difference from this thesis. The first previous thesis stated that the research is conducted to the member of WEC at IAIN Walisongo Semarang. The thesis is focused on the teaching conversation gambits in enhancing students' communicative ability in English debate.

The second previous research talked about teaching speaking use Australasian parliamentary debate system to implement KTSP. This research conducted in the eleven grader of senior high school.

This research of course difference from both previous theses. This thesis is focused on students' speaking skill. The researcher implements debate technique in order to improve students' speaking skill.

C. Action Hypothesis

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved.[28]The researcher proposes the hypothesis that there is improvement on students' speaking skill achievement after being taught by using debate.

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[27] Carna Wiwitanto (2201464578) Languages and Arts Faculty, Semarang State University, *The Use of Australasian Parliamentary Debate System as an English Interactive Program Based on Disciplined Eclecticism Approach to Implement KTSP in Teaching Speaking,* (Unpublished Paper, 2008/2009).

[28] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), Edisi Revisi VI, p. 71.