II. FRAME OF THEORIES

This chapter presents some literature reviews, they are Debate technique, concept of speaking, concept of teaching speaking, theoretical assumption, and hypothesizes.

2.1. Concept of Speaking

Speaking is a way to express someone’s idea to his or her listener orally. Speaking must involve at least two persons to talk to each other. Byrne (1984 : 8) state that speaking or oral communication is two processes between a listener and speaker, and involve the productive skill and understanding. In this case there is a process of understanding the message from the speaker to the listener. This is in line with Tarigan (1982: 5) who says that speaking is the instrument of language and the primary aim of speaking is communication. From the definition above it is clear that students learn speaking in order to communicate.

Haris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we produce spoken message to someone. Spoken message is our ideas, thought and feeling that we want to share, influence, or interact to other people. So, here, speaking situation requires speaker to
put message in word or sentence that has content and a listener. The opinion above is supported by Welty and Welty (1978:47) who say that speaking is the main skill in communication. Doff (1989) who says that very often people talk in order to tell the people things they do not know, or to find thing out from other people. We can say that in communication we should fulfill the communication needs, both speaker and listener have same information. Environment where we live need conversation such as asking information and direction. As a result speaking ability is needed to accomplish society needs in communication.

Furthermore Lado (1977:240) states that speaking is described as an ability to converse or to express a sequence of ideas fluently. It means that through speaking someone can express the idea in his mind to other people. For example someone says “I think the weather is so hot” the listener can understand real meaning or implicit meaning based on the situation. Real meaning can be what the speakers’ talk about the weather and the implicit meaning can be the speaker wants the listener to turn on the fan or air conditioner. It means that the listener can receive the message and reacts communicatively to the speaker by producing the sound, intonation, using good transfer and understanding ideas that expressed by the speaker.
2.2. Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas through or even feeling to other people. River (1978:6) states that speaking is developed from the first contact with the language that we learn because by speaking we can transfer our ideas or thought to other people. Moreover, Japerson in Marians (1978:23) says that the essence of human language is human activity on the part of the individual to make him understood to communicate. Then, he adds that the language is as an activity that permits people to communicate with each other. So it is clear that language is very important. We can not only teach what will be spoken but also the situation that deal with it. The teacher teaches speaking by carrying out the student in certain situation when the topic is being talked about. The topic must be familiar to the students so what ideas have an oral command of language need to describe the topic.

From explanation above, the researcher assumes that in teaching speaking teacher should give the situation and opportunity to student in order that they will see the thing because any single utterance always reflects the condition of speaker without being ashamed or afraid of communicating with other students to tell their ideas, experience of felling. Here, the researcher wants to improve the students speaking skill by using debate. Scoring system in speaking used the system subjective scoring by Heaton (1991). By using The Rubric of Grading System that shows the range of vocabulary, grammar, and comprehension to make a score.
2.3. Concept of Debate

Debate is the process to express and defend the idea orally with good logical thinking to convince the audience into their side. According to Freelay (2008:6) in argumentation and debate, debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. More over in (1908:11), Shurter wrote that perhaps no study equals debate in the acquiring of the power of logical thinking combined with clear expression. Individuals may use debate to reach a decision in their own mind; alternatively, individuals or groups may use it to bring other around to their way of thinking. By doing this activity, student can develop their mind and their critical thinking to defend their arguments, because debate provide reasoned arguments for and against and suggest. Debate can make student think quick logically and train their mind to create some words become one argument. Schwenk (1988) states that the kind of oppositional thinking encouraged by debate clearly contributes to critical thinking skills for a variety of reasons. Furthermore Leong (1983:322) points out that debate is an amusing activity for the language learner to put their ideas into word of their own words. The learners can express their ideas and try to make some argument appropriately based on their own. So, it can make them enjoy and fun to do this activity. Debate can create new activity in speaking class that cannot make them bored and unenthusiastic but amusement and interesting activity by increasing and training their critical thinking.

Based on the explanation above, the researcher assumes that a debate is basically as argument. If a debate is a form of argument then it logically follows that there must
be something to argue about. This is called the TOPIC. The topic changes from
debate to debate. They are often about current issue of public importance or about
general philosophies or idea. All topics begin with the word "that” as in other
arguments there are two side to any topic. The team that agrees with the topic is
called the AFFIRMATIVE (or the ‘government in parliamentary debating) and the
team that disagree with the topic is called the NEGATIVE (or the ‘ opposition in
parliamentary debating). When organizing a debate it is important to select a topic
that is appropriate to the age and education of the debater concerned. Often topic will
cover areas that the debaters have a specific interest in or, in the case of school
debates, that have been covered in classes or ere current news items.
According to Kurniasari (2000) debate provide five useful and beneficial aspects that
condition and encourage advanced learner to speak. They are real-life
communication, opportunities to speak, relaxed and enjoyable atmosphere, group
work, and challenge to accomplish and learn something through language.

2.3.1 Real Live Communication

Conducting real-live communication in practicing speaking is crucial because the
main aim is to enable learner to communicate, and while communicating with other,
unpredictable situation might happen. What is meant by real-life communication?
Taylor ( 1987:49) says that real communication is a shared activity which requires
that active involvement of its participants. However, he also state that real-life
communicate can only take place if there is a meaningful content which involves the
participants and motivates them to communicate. Golebiowska (1980:66) states that,
“Real-life communication is usually stimulated by the fact that people either know different things or have different opinions ”and” thus stimulates ambitious aim of imitating real-life communication activities. The learner talk because some of them know something that other do not know, or they have conflict views.

Opportunity to speak is very crucial, for without it, any language learner would never be able to develop his speaking ability. Garton (1980:66) states that, ”in General, student must be given the opportunity to practice as many speech situations as possible. “unfortunately, ordinary English language classes cannot give adequate opportunity to speak to learners, since usually there are so many student and very limited time to practice individual speaking. Since learner are lack of opportunity to practice and speak the language , they are not confident enough to communicate actively in the target language.

2.3.2 Relaxed and Enjoyable Atmosphere to Practice

It is widely known and believed that learners have to feel secure and relaxed while learning in order to get the meaning of learning Language and produce it. Leong (1983:322). By creating a relaxed atmosphere to practice, learner will not be afraid or hesitated to participate maximally. Moreover, they will also be willing to take risk and not be afraid to make a mistake. They will feel free to use the grammar and vocabulary they are familiar with, and feel confident to explore and use the grammar and vocabulary they are not familiar with. Tailor ( 1987: 52 ) points out, “ because the atmosphere is supportive, student are able to take risk and actually participate, at
their own pace, without feeling under pressured to keep up with an imposed learning agenda. As they become increasingly involved in the activity, their self-investment can be ever greater motivating force that any teachers’ demands.

### 2.3.3 Group Work

In motivating student one thing that should be concerned is Group Work, group work is crucial to increase interaction, to encourage information sharing, and to give support to each other. Brown (1982: 10) states that group work can provide maximum opportunity for students to use the target language by practicing together and helping each other, with all the skills in the new language. The theory behind this is that language is a means of communication. Because they work together to build the information each other they feel secure and enjoy, so they will enjoy to share the information and learn it.

In debate activity, interaction between debaters is the important one. Each of debater must be well in their interaction in order to build a case avoiding contradictory between the team arguments. Debaters must be in unity while debating is started so that both teammates can respond their opposition precisely and effectively. Together do maximally to convince the audience and the judge to their side is the more important thing by developing their team work. It doesn’t matter which team loses or wins, the main point is the process itself to interact well in target language.
2.3.4 Challenge to Accomplish and Learn Something through the Language

It is believed that for most learners, language is best acquired when it is not studied in a director explicit way, it is acquired most effectively when it is used as a vehicle to do something else, when learner are directly involve in accomplishing something via the language and therefore have a personal interest in the outcome of what they are using the language to do  Taylor (1987:46 ). in other word it is more effective if the learner use the language as the equipment to achieve something so that they can concentrate on the thing they-want to achieve more than the language itself, because it is more interesting and challenging than to learn only the language.

Leong ( 1983: 320) states that a debate which’s held in the target language is a good way to make students speak. Therefore debate is a suitable technique to make an active class.  

From the research result above the researcher has chosen debate technique as the right method to improve student’s motivation in speaking class. In EFL (English as foreign Language ) class, debate has been regarded as an excellent activity. It engages student in a variety of cognitive and linguistics activities. The student, through debating activity, train themselves as critical thinkers by analyzing certain case or defending a certain opinion they believe to be true and further reason why debating seems to be very important is that debate can be an educational tool for learning analytic thinking skill and forcing self-conscious reflection on the validity of one’s idea.
Krieger (2005) in his article said that “with practice, many student show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each arguments”.

According to Murphy (2003:3) there are some advantages of debate.

1. The ability to collect and organize the idea. A successful debate speaker is one who can absorb vast amounts of material and select from it those best item to use in particular debate.

2. The ability to subordinate ideas. A debater will hear about forty five hundred to five thousand word from opponents during a typical single round of debate. Together with a colleague, this debater will deliver an additional forty five hundred to five thousand words. Only by sorting out the major ideas from the minor ones can any speaker hope to make sense of this flood of words.

3. The ability to evaluate evidence. Skill in gleaning the most important evidence is a hallmark of an intelligent speaker. Not every statement, Quotation, statistic, or idea in a debate is worth the trouble of refutation.

4. The ability to see logical connections. Aristotle once pointed out that the ability to see what is similar among dissimilar things is mark of genius. The great mass of data presented during most debates causes confusion among the hearers; therefore the speakers who can identify the relationship between item help to clarify the debate for the audience and thus improve their own chances of success.
5. The ability to think and speak in outline terms. Clarity is essential in a debate (and in any good communication, for that matter) during which the class of ideas often confuses an audience. The debaters must have not only a perfectly clear mental outline of their entire case but also the ability to communicate the sense of that outline to the audience.

6. The ability to speak convincingly. An awareness of what audience expect what it takes to convince that particular audience-is absolutely essential, both in debate and in other type of speaking.

7. The ability to adopt. Since a debate is a fluid situation, constantly changing as new ideas are introduced by various speakers, it place a premium on readiness of replay. In practice, this readiness means that you must be not only well organize, logical, analytic, and convincing but also able to react to new ideas quickly.

There are so many types of debate we can use in teaching learning process. The teacher in senior high school should know what the proper type that makes it easier for student to practice it. The following is the form of debate

1. **Parliamentary Debate**

Parliamentary Debate is conducted under rules derived from British. It features the competition of individuals in multi-person setting. It borrows term such us “government” and “opposition” from the British parliament (although the “preposition” is something used rather than “government” when debating in the United Kingdom). This is usually very formal. Topic is parliamentary debate can
either be set by the tournament or determined by the debater as the “government” side begins. In many forms of the activity rhetoric and style as well as the more traditional knowledge and research, can play a significant role in determining the factor with marks shared equally between matter and manner. It has been widely labeled as the most democratic form of debate.

2. Public Debate

The international Public Debate Association (IPDA), is the fastest growing debate association within the United States. Although evidence is used, the central focus of IPDA is to promote a debate format that emphasizes public speaking and real world persuasion skill over the predomination use of evidence and speed. IPDA offers both team debates and individual debate. In both team and individual debates list of topics are given to the two sides thirty minutes before the start of the round. A striking negotiation ensues to pick a topic. The sides, one affirming the resolution and one negating the resolution then prepare an opening speech, a cross-examination of the other side, closing remarks for the round.

3. Australian Debate

Australasia style debates consist of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with “that”. Each team has three members, each of whom is named according to their team and speaking position within his/her team. For instance the second speaker of the affirmative team to speak
is called “second affirmative speaker” or “Second Proposition Speaker”, depending on the terminology used. Each of the speaker’ positions is based around a specific role, the third speaker for example has the opportunity to make a rebuttal towards the opposing team argument introducing new evidence to add to their position. The last speaker is called “team advisor/captain”. Using this style, the debate is finished with a closing argument by each of the first speakers from each team and new evidence may not be introduced. Each of the six speakers (three affirmative and three negative) speaks in succession to each other beginning with the affirmative team. The speaking order is as follow: First Affirmative, First Negative, Second Affirmative, Second Negative, Third affirmative, and finally Third Negative.

4. Policy Debate

Policy Debate is a style of debating where two teams of two debaters advocate or oppose a plan derived from a resolution that usually calls for a change in policy by a government. Teams normally alternate, and compete in round as either “affirmative” or “negative”. In most form of the activity, there is a fixed topic for an entire year or another set period. In comparison to parliamentary debate, policy debate relies more on research evidence and tends to have a larger sphere of what is considered legitimate argument, including counter plans, critical theory, and debate about the theoretical standard of the activity itself. While rhetoric is important and reflected in the “speaker point” given to each debater, each round is usually decide based on who has “won” the argument according to evidence and logical presented. Additionally, in certain segments of the activity, debater may “speed” (speak very rapidly), in order
to present as much as evidence and information as possible and counter the other side. People speed read in attempt to “spread” the opponent out of speech. In effect, the debater present so much information, spread out over many topic, that the opponent does not have time to cover everything and must ignore arguments that the original team then focuses on.

5. **Classic Debate**

Classic debate is a relatively new debate format, first created and primarily practices in the state of Minnesota. It was formed as an alternative to policy debating. With a structure similar to that a policy, Classic debate emphasizes in logic and real-world discussion. As opposed to policy, where each affirmative propose a new plan, classic debate is simpler: one resolution is chosen at the beginning of the season, which the affirmative affirms and negative negate. Conceptually classic debate is intended to develop skill that transfer directly to “real world” debate setting.

6. **United Nation Model Debate**

United Nation Model is academic simulation of the UN aimed at gathering student who are passionate about the topic of debate and responding to global concerns. UN model delegate also look closely at the needs, goal and foreign policies of the countries they will represent at the conference. The insights they gain from their exploration of history, geography, culture, economics, health and science contribute to the authenticity of the simulation, create a lively and memorable experience, and provide students a rich and well-rounded education”. United Nation model is a debate
is generally, there are three components: affirmative, negative, and jury. The topic is about the current issues that are happening currently.

In other research the researcher used XI class in his observation. Then, that class will be chosen 2 group of affirmative team and 2 group of negative which consist of three person for each group. The other students who are not in a group will be divided into a two team that is first team as the building case team for negative and the second team is the building case team for affirmative. Teacher or researcher as the jury in each group analyze, so the researcher can see how far the student can practice debate well. In the other hand the researcher used traditional model as a type of model which is given to the students. The reason why the researcher chooses this types of debate is because it is simpler than other type and to find out the appropriate debate model for teaching learning process

2.4. Procedure of Debate

Teaching speaking by using debate is done by dividing the class into two groups they are: pro (affirmative) and contra (negative). The debate is modified from traditional or classical debate into a simple way and deciding and explaining what the topic means. The reason why classical debate use as debate procedure is because this type of debate can accommodate all the student member as the participant of the debate. The two big team need one topic, the topic are given for several minutes or the day before starting the debate. After the several times the member of each group think and make their own argument about the topic. The teacher invites one of the
PRO member randomly to express her or his argument. After one of the PRO team finishes with his argument teacher invites other student from CONTRA group to express the argument and to negate the PRO side. Then, teacher invites other student from PRO group both tell the idea about the topic or also negate the CONTRA group’s argument then the teacher comes back to the CONTRA group and invite one of the member to tell the other idea to negate and give other argument. It is continued until the atmosphere of the discussion increases and the exploration of the topic is widely discussed.

The teacher as a guide has a function to control the natural distribution of argument that occur in debate. The teacher also organizes the students and maintains the rule of the students’ rotation in giving argument or negation. The teacher also has a job to reduce the member who is too active in the process and gives the chances to the member who is inactive in giving argument and idea to their group. So there is no standardized rule in doing this simple debate. The ability of the teacher in guide this technique is the important one to create great atmosphere.

The topics are taken from the students’ general knowledge. Because they have had background knowledge well about the topic, so they don’t need to find further research about it, they have to express only the target language.

2.5. Theoretical Assumption

In learning speaking students should communicate with one another orally such as in having speech, interacting, or explaining material. In the process of learning, the most important is how the students can speak well and fluently. They need to practice
speaking frequently. The objective of teaching speaking as stated in KTSP is to enable the students to ask and to answer about anything, to do short conversation smoothly, to express the description or person or things and also place, and to express the description of person or thing and also place and to express the idea or feeling.

Debate is a technique that can make student active in speaking class because Debate trigger student to share or show their idea in order to make audience believe in their position. They can be active to speak to each other by using debate. The writer assumes that debate can motivate student in speaking class. According to Taylor (1978:49), people also try to communicate if they have different opinions or disagreement about topic. By participating in debate, the student can develop their mind to earn some idea it can create an active communication in speaking class. By using debate they have opportunity to speak more so that they feel relaxed and enjoy. Allen (1972:244)states “student will participate in free conversation activities if they have something to say and if they feel relatively confidence about their ability to communicate”. Student will enjoy if they feel confident, more they speak more confident they become. For that reason debate also can train them to confidence to speak to other people.

2.6. Hypothesis

In reference to the theoretical assumption above the hypothesis accordingly be formulated as
1. There is significant increase of students’ speaking ability after being taught through debate.

2. The teaching learning using Debate would also increase the process of teaching learning speaking at the second grade of SMA UTAMA 2 BANDAR LAMPUNG.