

II. LITERATURE REVIEW

This chapter discusses about literature review used in this research such as: concept of speaking, component of speaking, concept of teaching speaking, concept of Asian Parliamentary debate technique, the assessment of the Asian Parliamentary debate, procedures of using Asian Parliamentary debate technique in teaching speaking, the advantages and disadvantages of debate in teaching speaking, theoretical assumption, and hypothesis.

2.1. Speaking

2.1.1. Concept of Speaking

Scott in Johnson and Morrow (1981) defines speaking as an activity involving two (or more) people, in which the participants are both hearer and speaker having reaction to what they hear and make the contribution at high speed. In other words, each participant must have an intention or a set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said, and reply with the language he has which reflects his own intention.

Harris (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. The spoken message includes ideas,

thought and feeling that we want to share, influence, or interact to other people.

Lado (1961) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of idea fluently. These ideas mean that speaking emphasizes more the ability of an individual to convey something whether it is in the form of expression, report with the language he has.

Biber (1999) states that spoken language takes place in real time, and are subject to the limitations of working memory so that its principles of linear construction are adapted to that purpose. A researcher can retract a sentence and it can be as if it never existed for the reader.

From the concepts of speaking stated above, it can be brought about a conclusion that speaking is a complex oral activity that is done by two or more people in order to express or deliver one's ideas, respond other's idea, and share information involving our cognitive and affective. The cognitive domain covers our skill in brainstorming, producing analytical and critical thinking, and delivering ideas systematically and logically. The affective domain covers our attitude in responding and delivering ideas, respecting other's ideas, using polite utterances, and so forth. Therefore, the cognitive and affective domain of students can be developed better by practicing an

appropriate technique in example debate. By practicing debate, their affective and cognitive domain can be activated and they can be supportive towards students' speaking skill development.

2.1.2. Aspects of Speaking

According to Harris (1974), speaking covers several aspects. The aspects of speaking are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency includes a reasonable fast speed of speaking and only a small numbers of pauses. It means that when a person make a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1991) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. In other words, grammar is a structured form to create good sentences.

3. Vocabulary

Nobody can communicate effectively if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. In other definition, pronunciation is the intonation pattern.

5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning. This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

2.1.3. Concept of Teaching Speaking

According to Yorkey (1990), speaking skill is a skill and like other skill, it must be practiced continuously. The teacher role is becoming important for students later. There are many keys to support speaking skill by listening cassette, watching TV, watching film, practicing with foreigners, practicing with partners. In judging whether students are speaking in correct statements, there are two criteria which the teacher must take:

1. The students have to understand the meaning of words that they use and associate them into the objects of their represent.
2. The students have to pronounce the words properly in order to arise the same perception and they understand each other.

Chaudron (1998) said that the essence of human language is human activity on the part of the individual to make him understand by another. Using language is also an activity that allows people to communicate with each other. So it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the topic is

being talked about. It should be familiar for the students, so that they can understand about their language needs.

Harris (1974) stated that achievement test indicates the extent to which an individual has mastered the specific information. To help the students develop communicative efficiency in speaking, the teacher can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the forms of teacher talk, listening activities, reading passages, and the language heard and read outside the class. It gives students the material they need to begin producing language themselves. Structured output focuses on correct forms. In structured input, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make students comfortable producing specific language items recently introduced, sometimes in combination with previously learned items.

Instructors often use structured output exercise as a transition between the presentation stage and the practice stage of the lesson plan. Textbooks exercise also often makes good structured output practice activities. In communicative output, the students' main purpose is to complete a task, such as obtaining information, developing a travel plan, and creating a video. To complete a task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar,

and communication strategies that they know. In communicative output activities, the criterion of success is whether the student gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus on language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide a chance for each student to speak.

According to Nunan (2003), there are five principles for teaching speaking:

1. Be aware of difference between second language and foreign language in learning context.
2. Give students chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work.
4. Plan speaking task that involves negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

Therefore, if the aspects of teaching speaking are elaborated to the debate technique, those aspects above actually correlate with debate. The teacher can implement the debate technique in teaching speaking since the debate covers

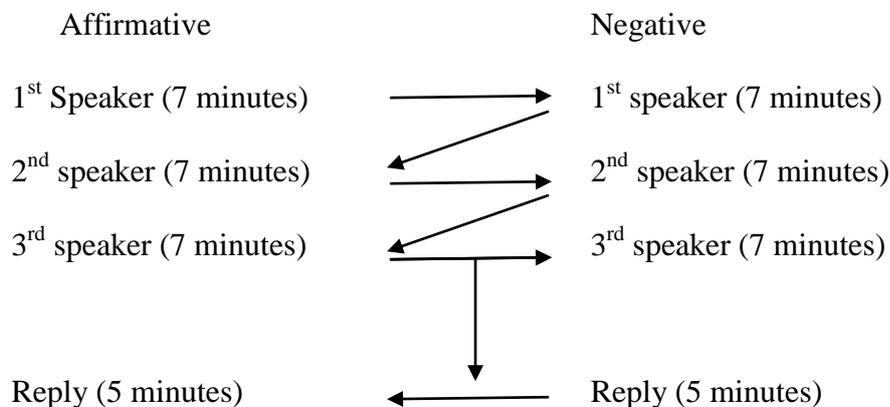
those principles. The natures of the debate which require the students to deliver their ideas orally and respond other's ideas in the end will create a students-centered learning process. The students will be dominant during the process of teaching and learning. The teacher will act as the facilitator and source of learning and he or she guides the students to achieve the goals or objectives of the tasks given.

2.2. Concept of Asian Parliamentary Debate

In Asian Parliamentary debate, there are several concepts that should be known by the debaters. Birshan (2010) in his Debating Handbook proposes several concepts that can be seen as follows:

1. Basics of Debating

In the basics of the debating, the first principle of the debate is the model of the debate. In the debate, there are the affirmative/government and negative/opposition team led by a chairperson and no interruption is allowed during the debate. The speech duration order is as follows:



2. Motion/topic

There must be a motion or topic for each debate. After the topic or motion is given, those two teams of debaters are given 10 up to 30 minutes to prepare for their case (sets of arguments supported by evidence).

3. Case

After the topic is chosen, the debaters should gather some ideas that relate to the topic. The debaters should determine the thesis argument, and set of arguments supported by evidences with the elements:

a. Definition (clarification of motion)

A definition clarifies the motion and gives the clear boundaries to the motion, limiting what the debate will be about into a focus area of discussion. Definition should cover the whole motion and present the debatable and reasonable to the link of the motion in order to avoid the confusing among the two teams.

b. Theme line (core argument or basic idea)

Theme line consists of logic arguments that will be presented as the idea to strengthen the team. The team line in the team must heavily imbue each speech of every team members. It is the main idea that link together the first, second and third speakers, ensuring consistency among all speeches.

c. Team split (distribution of arguments to each speaker)

Argument should have A-R-E-L, where A as Assertion; statement of the argument, R as Reasoning; explanation of the arguments, E as Evidence; facts, statistics, L as Link back. The distribution is given to the first and the second speaker. The second speaker usually gets more split than the first speaker because the first speaker has motion, the theme line and the team split.

d. Rebuttal

Rebuttal is the way on how the opposing team shows the irrelevant topic with the proof that is given by the speaker. Rebuttal is usually done by the opposing team when they determinate the illogical idea from the opponent.

4. Roles of speakers

1st speaker of affirmative must:

- Define the motion
- Presents the affirmative team line
- Outline briefly what each speaker in their team will talk about
- Present the first half of the affirmative case

1st speaker of negative must:

- Accept or reject the definition. If you don't do this it is assumed that you accept the definition.
- Present the negative team line
- Outline briefly what each of the negative speaker will say
- Rebut a few of the main points of the first affirmative speaker

- The 1st speaker of negative team should spend about one quarter of their time rebutting
- Present the first half of the negative team's case

2nd speaker of affirmative must:

- Reaffirm the affirmative team line
- Rebut the main points presented by the 1st negative
- The 2nd affirmative should spend about one third of their time rebutting
- Present the second half of the affirmative case

2nd speaker of negative must:

- Reaffirm the negative team line
- Rebut some points of the affirmative's case
- The 2nd negative should spend about one third of their time rebutting
- Present the second half of the negative's case

3rd speaker of affirmative must:

- Reaffirm of the affirmative team line
- Rebut all the remaining points of the negative's case
- 3rd speaker should spend about two third of three quarters of their time rebutting
- Present a summary of the affirmative's case
- Round off the debate for the affirmative

3rd speaker of negative must:

- Reaffirm the negative team line
- Rebut all the remaining points of the affirmative's case

- 3rd speaker should spend about two third of three quarters of their time rebutting
- Present a summary of the negative's case
- Round off the debate for the negative.

The third speakers of both teams may not introduce any new parts of their team's case. Reply speaker must show the weaknesses of the opponent team and convince the adjudicators that their team's arguments are better than the opponent. The reply speakers also have to provide a summary or overview of the debate, identify the issues by both sides and provide a biased adjudication of the debate.

5. Adjudication

In adjudicating the debate, the adjudicator uses three criteria. They are matter (content 40%), manner (delivery 40%), method (structure 20%).

2.3. The Assessment of Asian Parliamentary Debate

In adjudicating the debate, D'Cruz (2003) defines three criteria of the debate assessment. The three criteria of the debate assessment are explained as follows:

1. Matter

D'cruz (2003) defines that matter is the content of the speech. It can be contrasted with the presentation style of the speech (manner) and the structure of the speech (method). Matter includes arguments, evidence presented to support those arguments, examples and analysis. Matter

includes substantive matter, rebuttal and points of information. In debates in which points of information are used, both the content of the question and the content of the answer are considered matter.

2. Manner

D'cruz (2003) classifies the elements in adjudicating a manner in debate.

They are defined as follows:

a. Body language

The body language of a speaker is a very important element of their speaking style. As the expression indicates, *body language* is a language of its own. It can have a significant impact on an audience and can create powerful impressions such as confidence, trust and credibility.

b. Vocal style

The second element of manner is the vocal style of the speaker. All speakers must have their message heard and understood. Vocal style is central to this goal. Some of the elements of vocal style are volume and pace, tone, clarity and the use of language.

3. Method

D'cruz (2003) states that method is the structure and organization of the speech. An average reasonable person will be more likely to grasp and recall structured and organized arguments. Method is also about

responsiveness: any strategy adopted by a speaker or team should be adapted to the dynamic nature of the debate.

2.4. Debate in the Teaching of Speaking

The goal of the learning and teaching English in the senior high school is communicative competence. Based on TEFL high school syllabus and KTSP, English teacher should teach English to the students communicatively, and encourage the students to have communicative competence by creating the atmosphere of the class that is rich in communication. According to Bashir, Azeem, and Dogar (2011) there are five stages in teaching speaking. They are:

1. Pre-production stage

This stage is also called the silent period. In this stage, the students just only imitate what the teacher says.

2. Early production stage

At the second stage, the students use short language expressions, but they cannot always use them correctly.

2. Speech emergence stage

At this stage, the students have a good vocabulary and can use simple phrases and sentences when they communicate with their friends. They have an initiative to try a short conversation with their classmate.

3. Intermediate fluency

At this stage, the students are able to use complex sentences in speaking and share their feeling and expression. They are able to ask questions and clarify what they learn in class. They are able to work with some teacher's supports.

4. Advance fluency

In this stage, the students have increasing facility in discussion using their vocabulary without any proper preparation.

In conclusion, teaching speaking is started at teaching the students how to speak in English as their foreign language, and then ask them to be able to pronounce the new language accurately. At this point, the teacher could introduce the students the Asian Parliamentary Debate technique considering their ability and cognitive stage are on the appropriate state. In the English speaking classroom, the debate can accomodate the goals of the learning and teaching English in the senior high school.

2.5. Procedures of The Implementation of Asian Parliamentary Debate in the Teaching of Speaking

In teaching speaking using Asian Parliamentary Debate, it is important to determine the procedures used in order to assure that the activities run and be conducted well. The Asian Parliamentary debate technique used in the teaching of speaking is a derivation of the communicative approach. In teaching speaking using Asian Parliamentary debate, we have to determine

the procedures and method used. According to Brown (1994), a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful, and some model of syllabus organization. Method includes various procedures and techniques. When method has fixed procedures, informed by clearly articulated approach, they are easy to describe. The more all embracing they become, however, the more difficult it is to categorize them as real methods in their own right.

Different researchers have suggested different sets of procedures in the classroom that can support the goal of communicative teaching. The following principles are tips worth considering in communicative teaching suggested by Larsen – Freeman (1986):

1. Whenever possible language as it is used in real context should be introduced.
2. The target of language is vehicle for classroom communication, not just the object of study.
3. Students should work with language.
4. Games are important because they have in common with real communicative events.
5. Student should be given an opportunity to express their ideas and opinions.
6. One of the teacher's major responsibilities is to establish situations likely to promote communication.

7. The social context of the communicative event is essential in giving meaning to utterances.
8. Learning to use language forms appropriately is an important part of communicative competence.
9. The teacher acts as an advisor during communicative activities.
10. Student should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

Developing a method of teaching in speaking ability needs an activity to support the method running active in learning process. The interesting activity that was implemented by the researcher in this script was the Asian Parliamentary debate.

Therefore, based on theories above, the researcher made the procedures of teaching speaking through Asian Parliamentary debate as follows:

a. Pre-activity

1. Teacher greets the students.
2. Teacher asks students to pray together.
3. Teacher checks attendance list.
4. Teacher begins the lesson by doing a warming up activity and asks students about their experience correlating to the subject e.g. *What do you feel when you are facing with national examination in high school?*
Do you agree with national examination? (apperception)

5. Teacher encourages students by asking things that correlate to the subject and giving example topics to encourage students to deliver ideas and to defend their stances e.g. *what is your stance regarding National Examination? Should national examination be implemented by our government?* (Brainstorming).

b. While activity :

6. Teacher explains the material of the hortatory exposition.
7. Teacher gives the example in delivering ideas, and determining stances towards the topics in a form of oral hortatory exposition.
8. Teacher introduces the technique used in learning the material of oral hortatory exposition for speaking which will be the Asian Parliamentary Debate.
9. After explaining the concepts of Asian Parliamentary Debate, the teacher conducts an exhibition and chooses eight students randomly. Three students belong to the positive team, three students belong to the negative team, and two students accompany the teacher to be the adjudicators. The rest of the students in the class observes the simulation or exhibition of the Asian Parliamentary debate activity.
10. In the exhibition, the teacher acts as the main Adjudicator or Adjudicator core. The teacher guides students to perform the Asian Parliamentary Debate.
11. Teacher gives 10 minutes for positive team and negative team to do a brainstorming or case building.

12. After 10 minutes, the teacher calls students to go back to their seats.
After that, the teacher opens the debate.
13. The teacher obliges all students to introduce themselves in their turns before delivering arguments.
14. Teacher gives 7 minutes for the time allocation for each speaker except the reply speakers (reply speakers will be allocated 5 minutes).
15. Teacher asks the first speaker from positive group to deliver his or her arguments in the debate.
16. After the turn of first positive group speaker is over, the teacher calls the first speaker from the negative group to give his or her responds towards the first positive speaker's arguments.
17. After the first speaker of negative group ends his or her turn, the teacher asks the second speaker from the positive group to deliver his or her arguments.
18. Then, the teacher asks the second speaker from negative to deliver arguments.
19. Teacher asks the third speaker from the positive team to deliver the arguments.
20. Teacher asks the third speaker from the negative team to deliver the arguments.
21. Teacher calls the reply speaker from the negative team to summarize their team arguments. They reply speaker of each group can be the first or the second speaker.

22. After that, the teacher asks the students adjudicator to give their verbal adjudication.
23. The teacher asks the main adjudicator also gives verbal adjudication.
24. After conducting the debate exhibition, the class will be divided into three chambers, each chamber consists of one positive group, one negative group, and one adjudicator group. Then, the teacher forms groups and each group consists of three students.
25. Teacher provides numbered small papers. The papers consist of number 1-9. Then, teacher makes a lottery. Each group should take a paper in the lottery. Those who get number 1 will get the first turn, respectively.
26. Teacher calls the representatives of each group to draw the stance of their group whether being affirmative or negative team.
27. Teacher provides a coin. Then, the teacher asks them to choose bird or number.
28. Teacher tosses the coin. When the tossed coin shows the right guess, the group which guesses the same symbol that appeared on the tossed coin, will have a right to choose their stance whether they are affirmative or negative team.
29. Teacher gives 10 minutes for students to do a brainstorming.
30. After that, the teacher asks the students to arrange their seats into U shape.
31. Teacher gives the adjudication sheets and asks the adjudicator team to give the score to their friends' performances in the debate. The students

who seat in the middle in the adjudicators' seat, will be the adjudicator core.

32. Teacher asks the students to begin the debate and all of students in the class perform the debate contemporaneously.
33. The teacher asks the adjudicator team to record the debate activity, and obliges all of them to decide the winner, conclude the debate, give the comment or verbal adjudication.
34. Teacher asks one of positive or negative team member to record the verbal adjudication delivered by the adjudicator team.
35. Teacher observes the debate activity done by the students in the class.
36. Teacher collects the video recordings from the students.

c. Post-activity

37. Teacher concludes and gives the feedback toward the teaching and learning activities.
38. Teacher asks students' comments about their difficulties in doing debate.
39. The teacher closes the class and greets the students.

2.6. The Advantages and Disadvantages of Debate in the Teaching of Speaking

Chan (2009) states that using debate as a teaching tool in the classroom has many advantages and disadvantages. It can be seen as follows:

a. Advantages of Debate

- Allow students to look at both sides of an issue.

- Improve students' communication and expression skills in a public setting.
- Enhance techniques of searching information.
- Improve skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments.
- Foster appreciation of opposing viewpoints.
- Enhance debating/arguing techniques against opposing opinions.
- Allow more interactive exchange among students and teachers.

b. Disadvantages of Debate

- Students may not be familiar with debates as an assessment method.
- Debates are time-consuming (e.g. time for research and preparation, time for presentation of each group).
- Students who do not like public speaking would be less motivated in participating.

2.7. Theoretical Assumption

Relating to the discussion of the literature review and the previous findings, the researcher believes that practicing speaking English through debate makes the students accustomed to speaking in formal way. This also can make them become critical and confident to speak in the public. Therefore, the researcher puts on an assumption that the implementation of Asian Parliamentary debate will increase their speaking ability specifically their fluency, comprehension, vocabulary, grammar, and pronunciation in speaking English.

2.8. Hypothesis

Based on the theories and theoretical assumption, the researcher formulated the hypothesis that the students' speaking ability increased after being after being taught by using the Asian Parliamentary Debate technique.